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ABSTRACT

This guide is designed to serve as a set of functional guidelines for Vermont's cooperative teacher-coordinators. In this context, it can be used both to orient a new teacher-coordinator to his/her position, and to act as an ongoing reference guide for program implementation. It includes a description of the various types of cooperative vocational work experience programs in Vermont. In addition, the handbook introduces educators, employers, and interested members of the public to cooperative vocational work experience. The six sections of the guide cover the following topics: the philosophy and benefits of co-op, types of co-op programs in Vermont, the role of the co-op teacher-coordinator, program implementation, co-op for special needs students, and legal issues. Extensive appendixes to the document consist of application forms training agreements, training plans, evaluation forms, other miscellaneous forms, laws and legal considerations, and suggested resources. (KC)

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Existing cooperative education manuals from several states were also consulted in the production of this handbook. These useful sources were: Vermont Cooperative Vocational Education Guidelines Manual; Cooperative Occupational Education Handbook, New York; Vocational Cooperative Education Handbook, Michigan; Cooperative Work Experience, Maryland; A Handbook for Work Experience Disadvantaged Programs and Work Experience Programs for Handicapped Students, Minnesota.

And finally, Lisa Wilkinson typed and corrected all drafts of this manual. Her assistance, as well as that of all individuals involved, was greatly appreciated.

Richard Tulikangas
Cooperative Vocational Education
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CONTENTS

Page

State of Vermont, Department of Education.....1
Acknowledgements.....2

1. INTRODUCTION TO COOPERATIVE VOCATIONAL WORK EXPERIENCE.....6

Purpose of Manual.....6
Glossary of Terms.....6
Philosophy of Co-op.....8
Benefits of the Program.....9
To Student.....9
To Employer.....9
To School.....10
To Community.....10

2. TYPES OF COOPERATIVE VOCATIONAL WORK EXPERIENCE PROGRAMS IN VERMONT.....11

Cooperative Vocational Education.....11
Supervised Work Experience.....13
Career Work Experience.....13
Other Work Experience Programs.....14
Work Study.....14
Job Training Partnership Act.....14
Other.....14

3. THE CO-OP TEACHER-COORDINATOR.....15

Administration.....15
Guidance.....16
Teaching.....16
Coordination.....17
Public Relations.....18
Professional Development.....18

4. PROGRAM IMPLEMENTATION.....20

Minimum Requirements for Cooperative Vocational Work Experience Programs.....20
Initiating Programs.....21
Advisory Committees.....21
Student Survey.....22
Employer Survey.....22
Recruitment & Enrollment.....22
Training Stations.....23
Training Agreements.....25
Training Plans.....26
Related Instruction.....27
General Related Instruction.....27
Vermont Employability Competencies.....27
Occupational Related Instruction.....27
Work Site Visitation.....28
Work Experience Counseling.....28
Reporting Systems.....29

Co-op Credit.....30
Publicity.....30
Sample Calendar of Activities.....31

5. CO-OP FOR SPECIAL NEEDS STUDENTS.....36

Coordination.....36
Training Station Selection.....37
Training Plan Development.....37

6. LEGAL ISSUES.....39

Minimum Wage and Employment Conditions.....39
Workers' Compensation.....40
Unemployment Compensation.....40
Liability for Student Safety.....41
Targeted Jobs Tax Credit.....41

7. APPENDICES.....42

A. Applications.....43
B. Training Agreements.....44
C. Training Plans.....45
D. Evaluations.....46
1. Employer Evaluations
2. Student Evaluations
3. Teacher Evaluations
E. Miscellaneous Forms.....47
1. Cooperative Education Check Sheet
2. Training Station Checklist
3. Worker Request Form
4. Student Information Release
5. Certificate of Completion
F. Laws & Legal Considerations.....48
1. Handy Reference Guide to the Fair Labor Standards Act
2. Child Labor Bulletin 101 - Nonagricultural Occupations
3. Child Labor Bulletin 102 - Agricultural Occupations
4. Regulations, Part 520: Employment of Student-Learners
5. Application for Authorization To Employ a Student-Learner at Subminimum Wages
6. Publication 906 - Jobs and Research Credits (T.J.T.C.)
7. I.R.S. form 6199 - Certification of Youth Participating in a Qualified Cooperative Education Program

G. Resources.....49
1. General Information - Education, Work, & Youth
2. Co-op Research
3. Program Development
4. General Related Instruction
5. Handicapped & Disadvantaged Students
6. Organizations and Publications

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1. Introduction to Cooperative Vocational Work Experience

PURPOSE OF MANUAL

This publication is designed primarily to serve as a set of functional guidelines for Vermont's co-op teacher-coordinators. In this context it can be used both to orient a new teacher-coordinator to his/her position, and to act as an on-going reference guide for program implementation. It includes a description of the various types of cooperative vocational work experience programs in Vermont, often referred to generally under the heading of 'co-op'.

In addition, the handbook introduces educators, employers, and interested members of the public to cooperative vocational work experience. It is through this type of increased exposure and understanding that co-op programs can grow and extend their benefits to a greater number of people.

Cooperative education is a dynamic field, needing to constantly adapt to changes in education as well as occupations and labor markets. Likewise, this manual is intended to be modified and added to in order to continue serving as a useful operational tool.

GLOSSARY OF TERMS

CAREER WORK EXPERIENCE (CWE) - title given to one of the three primary cooperative vocational work experience programs in Vermont; CWE involves short term unpaid career exploration experiences in an occupational field related to a student's program or interest.

CO-OP - a generic term used to describe any coopertive vocational work experience activities undertaken by a co-op teacher-coordinator.

COOPERATIVE EDUCATION - similar to co-op, is used as a general term to describe a variety of programs; cooperative education identifies alternating programs of instruction and work experience in a specific vocational area agreed upon by participating employers and educational institutions (and organized through training plans and training agreements).

COOPERATIVE VOCATIONAL EDUCATION(CVE) - title given to one of the three primary cooperative vocational work experience programs in Vermont; CVE is the basic form of co-op and involves vocational students placed in paid work experience at training stations directly related to their vocational program.

COOPERATIVE VOCATIONAL WORK EXPERIENCE - refers collectively to all secondary, vocationally funded cooperative education programs in the state of Vermont; includes CVE, CWE, SWE, and other co-op delivery systems.

GENERAL RELATED INSTRUCTION - instruction designed to teach job preparedness and job success skills; generally taught or arranged by the teacher-coordinator.

OCCUPATIONAL RELATED INSTRUCTION - technical instruction for a specific occupation; usually refers to instruction taught or arranged by the teacher-coordinator for co-op students working in an occupation outside of the locally available vocational programs (applies especially to Supervised Work Experience programs).

PLACEMENT - the process of assigning training stations with employers for co-op students; the number of students involved in work experience is expressd as the number of placements.

SUPERVISED WORK EXPERIENCE (SWE) - title given to one of the three primary cooperative vocational work experience programs in Vermont; SWE involves paid work experience through a vocational center or designated high school in an occupation for which no vocational program is locally available.

TEACHER-COORDINATOR - a member of the school staff who teaches related subject matter concerning work experience, as well as administering and supervising on-the-job activities of co-op students.

TRAINING AGREEMENT - a written agreement developed by the cooperating participants indicating terms of employment as part of a co-op program.

TRAINING PLAN - a written plan developed cooperatively by the teacher-coordinator, employer, vocational instructor and student outlining tasks, duties, responsibilities, and occupational objectives of the work experience, and where each are to take place - in the classroom or on the job.

TRAINING STATION - the work site where on-the-job learning takes place as part of a co-op program.

TRAINING SUPERVISOR (or work site supervisor) - the individual identified by the employer as being directly responsible for the student's learning at the training station.

VOCATIONAL EDUCATION - academic and technical learning conducted as part of a program designed to prepare students for employment in specific occupations; in Vermont secondary vocational education is primarily taught at one of the area vocational centers.

PHILOSOPHY OF CO-OP

Cooperative Education is based on the premise that carefully coordinated, actual work experience in a chosen occupational field offers the student a valuable learning experience that cannot be duplicated in the classroom. Co-op placement allows the student to experience first hand the on-the-job realities of employee responsibilities, employer expectations, financial considerations, job satisfaction, and the social role he or she plays in the work setting.

Co-op involves combining actual work experience in a specific occupation with related instruction and training in school. This integration effectively facilitates the transition from school to the working world by enhancing a student's employability and increasing the practical value of his/her educational experience.

The co-op teachers-coordinators of Vermont strongly advocate cooperative vocational work experience as a vital part of the education process.

> "Work is as relevant to most adult Americans as death and taxes. Work is directly relevant to teenagers as a critical and necessary step to adulthood. Presenting subject matter in a form and manner that makes it more meaningful and significant to the learner is an aspect of quality. If a student cannot see the significance of the subject matter - cannot make sense of it - than that student cannot incorporate that subject matter into his or her own life and behavior".
>
> The Unfinished Agenda (report by the National Commission on Secondary Vocational Education, 1984).

Students also recognize that there is no learning substitute for 'getting out there and doing it'. Some students, who are not always successful in traditional classroom settings, experience success and build self-esteem through hands-on learning. This motivational factor contributes to meaningful student participation in co-op programs.

The origins of co-op go back at least as far as the apprenticeships of the Middle Ages. Today, and increasingly in the future, cooperative education takes on a whole new meaning due to highly technical and rapidly changing labor market demands. Educational institutions will find it difficult to duplicate and finance new technologies which, however, local employers quickly incorporate. By working together with these community resources, a relationship results that is beneficial to employer, school, student, and community.

BENEFITS OF THE PROGRAM

Benefits to Students:

- gives theoretical knowledge meaning through practical application
- stimulates interest in school because of awareness of its relationship to success on the job
- develops positive work-related habits and attitudes
- provides financial rewards for work experience
- provides a laboratory for developing marketable skills in a chosen occupational area
- conveys an understanding of employment opportunities and responsibilities
- develops abilities to work cooperatively as a team member
- provides counseling assistance during the school-to-work transition
- builds self-esteem and confidence through careful preparation and close supervision
- tests aptitude and interest in a chosen field

Benefits to Employers:

- brings schools and employers together in training efforts
- provides student-workers who already have some employability skills and occupational knowledge
- provides a pool of part-time employees from which to fill future positions
- reduces recruitment and training problems
- incorporates assistance from the school with student instruction and counseling
- reduces employee turnover

Benefits to Schools:

- brings schools and employers together in training efforts
- enables lower capital investment due to shared equipment use for training
- provides social and technical information which can be used to evaluate and revise instructional programs
- expands available training activities, especially in areas where no instructional program is available
- enables schools to be aware of changes in the labor market
- increases student interest in school by providing practical education

Benefits to Community:

- provides effective means for helping young people be productive citizens in the community
- encourages closer cooperation between the school and the community
- provides a method for introducing young workers to local employment opportunities
- increases the economic health of the region by providing skilled workers
- encourages young people to remain in the community and provide a more stable work force

2. Types of Cooperative Vocational Work Experience Programs in Vermont

During the summer of 1984, many of Vermont's co-op teacher-coordinators came together to update current practices and revise technical information for program development. Funding for this training project was provided by the Adult & Vocational-Technical Division, Vermont Department of Education. The emphasis was to expand and enhance cooperative education opportunities for Vermont's secondary vocational students.

The project participants recognized the need to clearly define the various co-op delivery systems. Variations in program requirements, constraints, and target student populations were used to identify the delivery options.

Local factors were also recognized to effect program implementation. These include numbers of available training sites, rural vs. urban environments, designated high school vs. vocational center programs, and regional economic climates.

The participants were able to successfully clarify the various cooperative vocational work experience options while still recognizing local variations. In the process, valuable technical and practical information was shared. The revised program definitions that resulted from this workshop are presented on the adjoining chart and are described in detail on the following pages.

There are three primary co-op delivery systems in the state of Vermont. These are Cooperative Vocational Education (CVE), Supervised Work Experience (SWE), and Career Work Experience (CWE) (see chart). In addition, most teacher-coordinators are involved with federally funded Work Study programs.

Other work experience programs, such as those provided for under the Job Training Partnership Act, are selectively implemented as co-op activities. These are described briefly at the end of this section.

COOPERATIVE VOCATIONAL EDUCATION (CVE)

Cooperative Vocational Education is the work experience option most frequently implemented. CVE students are enrolled in a vocational program and placed in a related job (for which they are paid) during or after school hours. The on-the-job experience is therefore an extension and practical application of the student's vocational program. For example, an agricultural mechanics student may be placed in the service department of a local farm implement dealer.

VERMONT COOPERATIVE VOCATIONAL WORK EXPERIENCE PROGRAMS

	COOPERATIVE VOCATIONAL EDUCATION (CVE)	SUPERVISED WORK EXPERIENCE (SWE)	CAREER WORK EXPERIENCE (CWE)
Definition	Program of alternating planned instruction and work experience in an occupational field leading to employability.	Program of supervised work work experience in an occupational field which is not available through a school program.	Program of work experience(s) among community employers exploring occupational options in a career field.
Type of Program	Vocational	Vocational or Designated High School	Vocational or Designated High School
Eligibility - Age	16 - 21 years	16 - 21 years	16 - 21 years
Vocational Requirement	One year in voc-ed program, Instructor recommendation, Co-op criteria met	Vocational education enrollment/Designated High School; Training at Employer's Site	Vocational education enrollment/Designated High School
Training Plan	Yes	Yes	Career Exploration Plan
Training Agreement	Yes	Yes	Yes
School Credit Recommended	Yes	Yes	Yes
Evaluation	By Co-op Coordinator	By Co-op Coordinator	By Co-op Coordinator
General Related Instruction Occupational Information	Yes Yes	Yes Yes	Yes Yes
Wages	Minimum Wage	Minimum Wage	No
Workers' Compenstaion	By Employer	By Employer	Individual Accident Insur.
Maximum Hours Per Week	20 hours	20 hours	15 hours
Time of Work Experience	During or after school hours	During or after school hours	During or after school hours
Length of Work Experience	1 - 6 months with exceptions	Varies (minimum of 1 month)	2 weeks at each site
Vocational Tuition	Yes	Yes (unless designated high school)	Yes (unless designated high school)

Written training agreements and training plans are jointly developed by the teacher-coordinator, vocational instructor, and the employer. Likewise, supervision and student evaluations are done cooperatively between employer and teacher-coordinator. In this way a consistent and comprehensive learning experience is insured.

CVE students generally are in their senior year, have received their vocational instructor's recommendation, and have met local co-op program requirements. In addition to vocational instruction and related work experience, students receive general related instruction from the co-op teacher-coordinator.

SUPERVISED WORK EXPERIENCE (SWE)

Supervised Work Experience is closely related to CVE, but differs in that the student is not enrolled in a related vocational program. SWE programs, therefore, offer paid work experience to students of the state's designated high schools, as well as to vocational students who work in jobs not directly related to the vocational center curriculum (examples include: working as a cobbler, farrier, meat cutter, or knitter-fixer).

SWE placements usually involve motivated students with well defined occupational goals. Training plans for these students need to be carefully developed to insure occupational instruction on the job. Teacher-coordinators also often arrange occupation-specific related instruction and conduct general related instruction.

CAREER WORK EXPERIENCE (CWE)

Career Work Experience allows students to sample a variety of jobs within a career field. Students spend short periods of time (maximum of 2 weeks) at each job and rotate into related job areas. Since CWE placements are unpaid, the suggested two week maximum duration at any work station is intended to maintain student status as a trainee rather than an employee.

This co-op program option is particularly valuable in vocational program areas that cover a variety of potential career choices, such as office occupations, culinary arts, and health occupations. Through direct experience with different jobs in the field, students can more effectively evaluate their own specific interests.

Career exploration plans are developed between employer, teacher-coordinator, classroom teacher, and related instruction is also provided. CWE is also an especially valuable option in some rural settings, where the number of paid training sites are limited.

OTHER WORK EXPERIENCE PROGRAMS

Work Study is a program funded by the Vocational Education Act Amendments of 1976 (P.L. 94-482). The primary purpose of Work Study is to provide part-time employment for students who need the earnings to pursue vocational training. Although the program is for vocational students, employment is not necessarily related to the student's vocational program.

Work Study wages are available only for the placement of financially disadvantaged youth. Eligibility is determined by family earnings below the 70% low income guideline established by the U.S. Department of Labor. Through this program, students are encouraged to continue their pursuit of vocational education while providing their own financial support. Work site placements in this program are also limited to the public non-profit sector.

Teacher-coordinators supervising Work Study programs are encouraged to serve as many students as possible, rather than providing employment for a few over the entire year. According to the federal formula, a greater number of student placements will result in increased funding in subsequent years.

Job Training Partnership Act (JTPA) - This federal job training bill provides funding for a limited number of disadvantaged youth (low income, handicapped, single parent family, or juvenile offender) placements. In Vermont the programs are administered by the Department of Employment and Training. Co-op teacher-coordinators are eligible to apply for JTPA funding.

Other - Some co-op teacher-coordinators have developed additional activities to those already described, which provide work experience opportunities for students. An example is a "shadow program" which matches one student with one employee at a local business. On a specified day all the selected students "shadow" the activities of their assigned supervisors to learn the daily responsibilities of their jobs.

In many schools, other personnel may also be involved in work experience placement. Certain vocational instructors, for example, may arrange job placements. Similarly, staff of Diversified Occupations programs (self-contained classrooms for the learning disabled) are sometimes involved in placing handicapped students in work settings. Co-op teacher-coordinators should be aware of and work with any additional school personnel involved in work experience placement.

3. The Co-op Teacher-Coordinator

The position of co-op teacher-coordinator is truly a unique one. It requires performing a wide range of duties and assuming a number of different roles to successfully implement co-op activities. These roles fall into the categories of: 1) administration, 2.) guidance, 3.) teaching, 4.) coordination, 5.) public relations, and 6.) professional development. The primary duties in each of these areas are identified in this section.

There are also a number of personal qualities and abilities compatible with effectively functioning as a co-op teacher-coordinator. Since the job involves serving as a link between school, community, and employers, the teacher-coordinator needs to possess good communication skills (a good listener as well as conveyor of information). He or she should also be able to work with both youth and adults, be resourceful and energetic, flexible, patient, and tactful.

Cooperative education programs generally involve the full spectrum of occupational areas. It is, therefore, a distinct advantage in this respect for a teacher-coordinator to have a varied work experience background. At the same time, the position requires keeping an eye on the future and the ability to adapt to changing labor market demands and student needs.

In short, the co-op teacher-coordinator's job is as diverse as it is challenging. A special, uniquely qualified individual is needed to successfully meet the challenges.

ADMINISTRATION

Administrative activities provide the framework holding cooperative vocational work experience programs together. Careful and thorough attention to detail in on-going planning, assessment, and record keeping functions can avert problems at later stages of program implementation.

Administrative duties include:

- plan program objectives and activities
- develop co-op program budget
- prepare program documentation
- develop related instruction curriculum
- consult with public and private employment services
- maintain program records

. develop and distribute employer surveys

. evaluate all aspects of program

. prepare annual reports

. participate in advisory committee activities

GUIDANCE

Cooperative education programs are designed to aid the transition from school to work. This process involves clarifying occupational interests and values, preparing for careers, and establishing life roles. The implications are that the co-op teacher-coordinator must function effectively in a guidance role to facilitate this transition.

Guidance duties include:

. orient students, parents, school faculty and administration to program policies and procedures

. recruit and interview potential participants

. provide occupational information (including that regarding non-traditional jobs)

. counsel students about career planning

. plan vocational development with students and training supervisors

. counsel students on the job

. participate in evaluating on-the-job progress

. counsel students with behavioral, educational, or socio-economic problems as they relate to program involvement

. conduct parent conferences

. provide placement services to students and graduates

. act as a training consultant to business and industry

TEACHING

A key feature of cooperative vocational work experience is the direct correlation between in-school learning and on-the-job training. General related instruction, which includes job seeking and work maturity skills, forms an important part of this connection. Teaching is handled in a number of different ways, depending on local school and student needs. Co-op teacher-

coordinators are usually involved in some combination of individual and group teaching, and the coordination of any additional related instruction conducted by others.

Students not enrolled in vocational programs (or enrolled but seeking work experience in a special unrelated area) may also require occupational related instruction. This is most often the case with Supervised Work Experience placements. In these cases, co-op teacher-coordinators usually also develop and/or coordinate an occupational related instruction component.

Teaching duties include:

- determine student instructional needs
- assemble and prepare instructional materials
- teach related instruction
- direct individual projects and study
- evaluate attainment of work related competencies
- encourage student participation in learning activities
- assist training supervisors with work site teaching

COORDINATION

This teacher-coordinator role integrates administrative, organizational, and instructional activities in order to provide maximum benefit to student participants. Coordination requires versatility and diligent follow-through to ensure quality program maintenance.

Coordination duties include:

- coordinate program activities with other school placement and guidance personnel
- enlist the participation of employers and orient them to co-op policies and procedures
- evaluate and establish suitable training stations
- arrange interview appointments for students with appropriate potential employers
- inform employers of state and federal laws regarding child labor and wage and hour restrictions
- develop training agreements and training plans among school, students, parents, and employers

- coordinate classroom and work experience schedules
- keep a weekly record of student work hours
- visit students on the job
- log work site visits
- consult with and assist training supervisors

PUBLIC RELATIONS

Good public relations are essential to the vitality and growth of cooperative vocational work experience programs. Program promotional activities serve to increase student interest and participation, solicit additional employer involvement, and inform individuals and organizations whose support contributes to program success. This area of responsibility is sometimes overlooked, but should be carefully integrated into the overall operational plan.

Public relations duties include:

- inform community, business, and civic groups of co-op activities
- prepare public service announcements for radio and T.V.
- prepare brochures and other printed publicity
- utilize follow-up studies of former co-op students
- write press releases and contact the media to publicize program events
- construct displays and exhibits for school and community
- sponsor visits to businesses and industries for students and educators
- arrange special events such as a "Career Education Day" and an annual employer/employee recognition banquet

PROFESSIONAL DEVELOPMENT

Co-op teacher-coordinators face the difficult task of keeping abreast of technological change and advances in instructional methods and materials. In order to do so effectively, they must continually supplement their own education and training in the field.

Professional Development duties include:

- participate in professional meetings, seminars, and workshops
- review information regarding technological and labor market changes in business and industry
- attend state sponsored in-service activities
- participate in local, state, and/or national cooperative education organizations

New teacher-coordinators must also meet basic certification requirements spelled out in the Certification Regulations for Vermont Educators (State Board of Education). These include "graduation from a regionally accredited or state certified four-year institution of higher education", and "two years of work experience outside of the field of education". Other specific qualifications for co-op teacher-coordinators are listed under section 5440-30 of the above-named document.

4. Program Implementation

MINIMUM REQUIREMENTS FOR COOPERATIVE VOCATIONAL WORK EXPERIENCE PROGRAMS

All funded/approved work experience placement programs will meet the minimum requirements identified as follows:

1. All cooperative vocational work experience placements are under one of the Department of Education approved work experience programs. Students shall not displace other workers at these work sites.

2. Each cooperative vocational work experience placement shall be planned and supervised by the school and employer so that each contributes to the student's education and employability.

3. The minimum age of students in work experience shall be sixteen. Student placements must additionally adhere to Child Labor Law Bulletin #101 or #102 ("Child Labor Requirements in Non-Agricultural/Agricultural Occupations Under the Fair Labor Standards Act", 1977).

4. All local, state, and federal laws applying to wage and hour regulations will be followed.

5. Students shall be covered by Workers' Compensation or comparable individual, school or employer insurance during the entire time they are at their assigned job sites.

6. Student files shall have properly completed and signed training agreement.

7. Student files shall have plans developed cooperatively by the school and employer representatives which address student interests and educational plans and employer needs and expectations.

8. Students shall be visited regularly at the work site by the teacher-coordinator to assess progress on the job.

9. Students shall receive an educational program which includes competencies directly related to job seeking and job keeping skills.

10. Students shall be eligible to receive credit for successful completion of approved cooperative vocational work experience programs.

INITIATING PROGRAMS

The success of a newly established cooperative vocational work experience program is dependent in many ways upon careful long range planning and attention to organizational details. A program requires coordinating the efforts and interests of a number of different individuals and institutions. Careful initial planning, therefore, is essential in the hiring of a qualified teacher-coordinator, recruiting and selecting students, developing courses of study, and providing necessary articulation between the school and the community.

It is advisable for a school system anticipating the introduction of a co-op program to start planning a year in advance of implementation. The following sequence of steps serves as an outline for initiating new programs.

1.) Contact the State Department of Education, Adult and Vocational-Technical Division, to determine the feasibility for approval of reimbursable programs for your school. (See Minimum Standards for Project Approval on preceding page).

2.) Hire a qualified co-op teacher-coordinator to implement the program.

3.) Appoint an advisory committee (or temporary steering committee) for the cooperative education project to assist the teacher-coordinator with planning and promotion.

Advisory Committees - An advisory committee consists of representatives from local businesses, industry, labor, civic organizations, and educational institutions. Though not mandated by state or federal regulations, the establishment of an advisory committee is strongly recommended to: 1.) provide community involvement in school activities, 2.) increase potential training station development, 3.) assist the teacher-coordinator in establishing local co-op policies and procedures, 4.) publicize and promote cooperative education in the community.

One option for initiating programs is to create a steering committee, or temporary committee, to evaluate the criteria for establishing a co-op program and aid in the set-up phase. Once the base is established, an advisory committee, which may include some of the same members as the steering committee, is formed to help plan program implementation and provide continuity.

An alternative to the advisory committee approach is to utilize existing vocational instructional program

committees (previously called craft committees) to aid in program planning and promotion. If pursuing this option, the co-op teacher-coordinator reports to and seeks the advice of all vocational program committees involved in co-op.

4.) Conduct an employment need study that will help to determine available jobs and potential training stations in the community, student job interests, and related instruction curriculum needed to provide proper job preparation.

Student Survey - The purpose of a student questionnaire is to gather information concerning student job interests and activities. It shows which area employers are hiring young people, and which occupational areas have the greatest unmet needs. This and other information gathered can prove to be very valuable to the teacher-coordinator for program planning.

Employer Survey - A survey of the local business community similarly provides a valuable data base. It seeks to determine employer attitude toward, and interest in, cooperative education. At least as importantly, however, an employer survey initiates communication, introduces the teacher-coordinator, and publicizes the co-op program throughout the community. Surveys can be conducted through the mail or at business association meetings, but are most effective when done on a personal one-to-one basis.

5.) Analyze the results of student and employer surveys and other relevant information and prepare a report on the feasibility of a successful cooperative vocational work experience program. The report should be factual and easy to understand. The recommendations that appear in the report form the basis for determining whether a co-op program will be established. After the final copy of the report is prepared, it should be presented to the school administrators and advisory committee for appropriate action.

RECRUITMENT AND ENROLLMENT

Once a program is established, one of the first and continually on-going tasks is recruiting and enrolling student participants. The student interest survey and information from guidance and other school personnel serve as good initial sources for identifying potential co-op students.

A critical part of the enrollment process is publicizing the program to all eligible students. This can be done through general announcements, in-school printed media, classroom

presentations and physical displays. If the advantages of the co-op program are broadly communicated, student interest increases and all students have equal opportunity to apply for enrollment.

A student application should be carefully designed (see examples, Appendix A) to help the teacher-coordinator obtain current, pertinent, objective, and minimally essential information by which to evaluate student eligibility and interest. Each applicant should then be personally interviewed by the teacher-coordinator to gather further information. This interview also acts as a valuable training exercise to prepare students for later job interviews.

The teacher-coordinator then needs to establish selection criteria based on the types of programs being administered and the objectives of each. The following considerations provide a basic guideline.

Does the student have:

- interest in occupations in which training stations are available?
- clearly identified occupational objectives?
- the ability to meet school and work commitments?
- the ability and willingness to work?
- the ability to get to and from training stations?
- parental approval to participate in cooperative education?

These criteria are generally used for the selection of CVE participants. Disadvantaged and handicapped students do not always meet these guidelines but can often benefit greatly from well planned cooperative work experiences. For some of these students it is the on-the-job experience that enables them to find motivation and define their interests. Program selection criteria should take the range of student needs into consideration.

TRAINING STATIONS

The actual work site where a co-op student is placed can be regarded as a laboratory for cooperative education. There are a number of important considerations for the teacher-coordinator to ensure that this 'lab experience' component is a good one.

Training stations are selected on the basis of students' career goals and related educational needs. Good training stations, thereby, are those where the student is significantly challenged, the employer understands and wholeheartedly supports the co-op concept, and constructive on-going supervision is provided by both the employer and the teacher-coordinator.

Training stations are located in a number of different ways. Employers contact the school expressing interest in the program. Teacher-coordinators survey or contact businesses in person. Students locate jobs through their own initiative. Advisory Committee members and school personnel provide suggestions.

Before any training station is established, however, the teacher-coordinator should make a personal evaluative visit with the employer to determine training station suitability. Employer visits also help to establish a working rapport, clarify the program, and identify the roles of the cooperating participants. The teacher-coordinator should additionally assess employer needs and what the student can bring to the job.

The following questions provide a basis upon which to determine the appropriateness and suitability of a potential training station. (See also 'sample training station checklist', Appendix E-2).

- Do the employer and training personnel understand and appreciate the importance of cooperative education?
- Does the proposed training station relate to the career objectives and educational needs of the student?
- Does the employer show an interest in providing instruction on the job as well as part-time employment for the student?
- Does the employer express a willingness to match learning experiences to individual student capabilities?
- Does the training station offer a well-rounded variety of learning experiences for the student?
- Is the employer willing to develop a step-by-step training plan with the student and teacher-coordinator?
- Can the employer arrange time to periodically confer with the teacher-coordinator?
- Can the employer provide a competent, safety conscious, and enthusiastic training supervisor to offer personal and effective instruction?
- Is the training station accessible for the student in terms of location and available transportation?
- Is the training station a well equipped, up-to-date business?
- Does the employer have an acceptable business reputation?

- Does the employer have an acceptable business reputation?
- Is the employer aware of and complying with all state and federal laws regarding youth employment?
- Are the hours of employment reasonable and within wage and hour law guidelines?
- Is the employer complying with current health and safety standards?
- Will the student be employed at wages comparable to those paid to similar beginning workers, or at the student-learner rate established by the U.S. Department of Labor?
- Is the employer willing to provide evaluations of student performance and progress?

TRAINING AGREEMENTS

A training agreement formalizes the training emphasis of a cooperative education program. It is a written document outlining the responsibilities of each of the parties involved - the employer, the school, and the student. (See sample training agreements, Appendix B). It must be signed by each of these interested parties and a copy may be given to each when the student is placed on the job. The following information should be included in a training agreement:

- names of the student, employer, and training supervisor
- occupational title
- responsibilities of the employer, student, and school
- hourly wage (if less than minimum, it should assure a special certificate is on file with the Wage and Hour Division, U.S. Department of Labor)
- dates and duration of the training period
- statement requiring Worker's Compensation (in the case of unpaid work experience accident insurance will be supplied by the student or school)
- schedule of work and school
- signatures of student, employer, parents, and teacher-coordinator
- effective date of the agreement
- responsibility for accident insurance

- responsibility for transportation (including information regarding insurance)

- the termination process

Training agreements with cooperating employers should also reflect that students, as employees, cannot be discriminated against on the basis of race, color, national origin, sex, or handicap, as specified by the Fair Employment Practices Act of 1971.

TRAINING PLANS

The training plan outlines the work experiences and learning activities related to the student's occupational objectives that are to be undertaken on the job. In this way it defines the extension of the classroom to the worksite. The training plan supplements and reinforces the training agreement. (See sample training plans, Appendix C).

Training plan development is a progressive process among teacher-coordinator, employer, student, and vocational instructor. For the teacher-coordinator, the development process involves assessing the student's occupational objectives, gaining a working knowledge of the occupation, obtaining employer input, and drafting a workable training plan. Since the training plan contributes to student employability, teacher-coordinators can include work maturity traits as well as vocational skills in the plan.

The training plan should also reflect individual differences among students and variations in training station situations. Modifications in the plan may be required in the course of training, so the approach should be flexible.

The following information should be included in the training plan:

- job title, name of employer, place of employment

- proposed training period (optional)

- statement of student's occupational objectives (optional)

- list of activities and experiences which will contribute to the student's progress toward his/her occupational objectives

- work maturity traits to be developed (optional)

- student kept record of hours and wages (optional)

RELATED INSTRUCTION

General Related Instruction

General related instruction addresses what is commonly referred to as 'employability' skills, or work-related information that crosses all occupational boundaries in preparing students for the adult working world. Evaluating work-related values, completing a job application, and filling out an I.R.S. short form tax return are specific examples of competencies useful to all secondary vocational students. Employability instruction is an invaluable mechanism for translating the importance of occupational theory, career guidance, and other classroom learning to successful job placement.

The actual teaching of general related instruction is carried out in a number of different ways according to individual student needs, school administrative procedure, and co-op program scheduling. The role of teacher-coordinator is one of coordinating this instruction. This may mean performing classroom and individualized instruction, arranging for this instruction in other classes and on the job, or both. In any case, the teacher-coordinator insures that the Vermont Employability Competenices (see next page) are being met by co-op program participants.

The Vermont Employability Competencies are the result of a cooperative effort between the Departments of Education and Employment and Training to employ a single "core" competency list. The competencies in this list are required for program completion of all vocational students. Additional employability competencies plus the "core" form the basis of a separate general related instruction curriculum guide for co-op.

Occupational Related Instruction

Occupational related instruction refers to the type of technical instruction generally taught in vocational education programs. The co-op teacher-coordinator becomes involved in this area when a student seeks work experience in an occupation for which no secondary vocational program is locally available. This situation is true of students in SWE co-op placements. Supplemental technical information related to their occupational interests, as well as general related instruction is required for these students. The teacher-coordinator usually develops individualized curriculum for each of these students in conjunction with employers, guidance personnel, and others knowledgeable in the vocational areas.

VERMONT EMPLOYABILITY COMPETENCIES

1. Individual has identified personal interest areas.

2. Individual has identified personal work-related values.

3. Individual has identified 3 personal strengths and 3 vocational or educational skills.

4. Individual has reviewed the qualifications required for a specific occupation and identified how to meet those qualifications s/he does not have.

5. Individual has demonstrated familiarity with the following sources of job information: a) newspaper ads, b) Vermont Job Service, c) school placement services, d) employment agencies, e) personal contacts.

6. Individual has identified 3 local employers in a chosen occupational field and listed their addresses, phone numbers, and has knowledge of starting wage and hiring information.

7. Individual has prepared a data sheet resume which includes education, interests, work experience and 3 personal references with addresses and phone numbers.

8. Individual has correctly filled out a sample job application.

9. Individual has demonstrated the ability to make a job interview appointment by phone, and has participated in a real or mock job interview and a follow-up evaluation.

10. Individual has demonstrated an understanding of employer expectations; such as, working under supervision, appropriate dress and language, and completing assigned tasks on time.

11. Individual has completed an IRS short form.

WORKSITE VISITATION

Close cooperation and coordination of activities between school and employer are essential for successful co-op programs. After placement has been completed and a training plan established, this process is maintained through personal visits to the work site by the teacher-coordinator. Several purposes are served through direct contact with the student and employer in the work setting. These include:

- develop a long-term cooperative working relationship between school and employer
- evaluate relevance of vocational and related instruction to actual work settings
- determine student progress and job satisfaction
- determine effectiveness of the training station
- obtain employer's evaluation of the student
- monitor employer compliance with health and saftey standards
- insure that the training program is being followed, and that the student's work is not being exploited
- learn more about trade skills and terminology
- address employer and/or student concerns and problems

Training station visits can test the teacher-coordinator's trouble-shooting and communication skills when problems arise. He or she needs to listen to employer and student concerns, evaluate the situation and options, and recommend fair solutions. At times it may mean removing a student from a training situation that does not work out, but this should be done only after a serious effort to resolve differences fails.

Although there is no hard and fast rule for the frequency of training station visits, approximately once a month is a recommended average. Some employers and student placements require more direct contact from the teacher-coordinator than others to operate smoothly and effectively.

WORK EXPERIENCE COUNSELING

Counseling students through co-op programs is an active and attentive on-going process required of teacher-coordinators. Some students have greater guidance needs than others, based on their

own abilities and a variety of personal situational factors. These needs have to be constantly identified and evaluated in order to maximize the student's benefit from program participation.

Work-related counseling begins when the student interviews for the co-op program. This is often the teacher-coordinator's first opportunity to review the student's occupational interests and choices. From this base (incorporating input also from guidance personnel and vocational instructors) joint planning takes place in order to meet student occupational goals, develop appropriate related instruction, and identify potential training stations.

After the student has been placed with an employer, the process focuses on his/her ability to adapt to the working environment. The level of job success attained may be related to the student's relationship with the training supervisor, personal time demands, the home environment, personal health, academic success, financial need, etc. The teacher-coordinator may need to explore and discuss some of these issues with students in order to help resolve work site problems.

The teacher-coordinator also evaluates student strengths and weaknesses in conjunction with the training supervisor and the student. The evaluative process helps the teacher-coordinator to shape eventual recommendations for further education and/or employment, again based on student occupational objectives (which may have undergone some revision).

REPORTING SYSTEMS

Paperwork is sometimes thought of as a low priority item in comparison with other program activities. A co-op program, however, loses all integrity without a system by which to plan, implement, and evaluate it. Records and reports are designed to communicate and document pertinent information among student, parents, employer, and school personnel, and have significant implications for future referral. The best reporting systems are those that cover all the essential bases while remaining simple and efficient.

The following documents are listed according to program function. The list is not complete, but includes the primary forms in use around the state of Vermont. Specific examples of most of these can be found in Appendices A - E.

Program planning:
- business survey
- student survey

Student data:
- program application
- social security card
- student release forms

Job placement:	. worker request form . training station checklist . training agreements . training plans . timesheets
Evaluation and Follow-up:	. training station visit report . employer evaluation . student evaluation . monthly and/or annual reports . certificate of completion . letter of recommendation . follow-up survey
Publicity:	. program brochure . press releases

Co-op credit - Evaluation and program completion raises the issue of awarding credit for participation in co-op programs. Generally speaking, no additional credit is awarded for co-op in Vermont, since it is available to students in all vocational programs as an educational option in lieu of regular program time and instruction. In practice additional credit is sometimes granted for co-op under certain circumstances, such as: 1.) when a co-op placement requires training to take place after school hours, or 2.) when a co-op placement offers occupational training not locally available through a vocational program (e.g. SWE placements through a designated high school). The decision whether or not to award separate credit for co-op, however, can only be made by the local education agency where the student is enrolled.

PUBLICITY

Program publicity is essentially an on-going educational effort which informs all parties involved of the benefits of participation. To a large extent, the success of a cooperative education program depends on how well its purposes and activities are communicated by the teacher-coordinator. Developing good communication skills and planning a balanced schedule of public relations activities are therefore necessary to enhance the chances for success. A variety of effective means for publicizing co-op are as follows:

- student speakers - Students who have participated in the program can sometimes communicate more effectively to their peers then teachers and other adults. Assemblies, youth organizations, and other student groups provide good opportunities to promote co-op.

- posters and displays - These tools keep the program visible in school, at fairs, and in the community.

- career day(s) - A special school-wide event such as this is a perfect opportunity to focus student attention on the program.

- brochure - A simple, concise, and attractive brochure helps to recruit students, inform the public, and lend credibility to the program.

- newsletter - Students and employers enjoy being written about in a periodic program newsletter. In addition, parents, school staff, and the public are informed of the range and extent of co-op activities.

- audio-visuals - Verbal presentations to school, business, and civic groups can be significantly more interesting with an accompanying visual presentation.

- local radio, TV, and newspapers - The local media is an excellent source of promotion for the program. The teacher-coordinator should become familiar with the program directors, reporters, and editors in his/her area, and know how to write effective news releases.

- business and civic group presentations - Talks before business and civic groups not only disseminate information about the program, but convince additional employers to become involved. Student speakers can be very effective in assisting the teacher-coordinator with this activity.

- employer/employee appreciation banquet - This end-of-the-year special event is a newsworthy recognition of employer contributions and student accomplishments.

- job placement assistance - Many employers seek the assistance of the teacher-coordinator when filling non-co-op part-time positions. This contact is helpful for educating employers about the program and developing later training stations.

- personal contacts - The teacher-coordinator and student participants should be aware of cultivating program interest through their personal contacts with friends, parents, neighbors, co-workers, etc.

SAMPLE CALENDAR OF PROGRAM ACTIVITIES

The following monthly calendar is intended as an adjustable planning guideline and includes administrative, public relations, instructional, and coordination activities. It is, by no means, all inclusive, but attempts to highlight the primary co-op activities in a balanced month by month format.

August

- evaluate summer co-op placements with students, employers, and school staff
- develop school year plan with school administration
- prepare public relations calendar for the year
- survey and visit potential training stations, and identify training supervisors
- contact advisory committee and inform of plans
- replenish supply of business cards
- review and update instructional and reference materials
- contact local news media to inform of program plans and activities
- contact the Adult and Vocational-Technical Division of the State Department of Education for assistance and information

September

- hold first advisory committee meeting and send out press releases
- attend first statewide in-servie workshop for teacher-coordinators
- promote program to faculty and students
- recruit, interview and select students
- set-up student records and files
- begin related instruction with pre-employment skills
- select and arrange for initial training stations
- prepare students for employer interviews
- begin student placements including training plans and agreements

October

- attend local business and civic group meetings
- visit training stations; begin evaluation process

- coordinate Career Education Day(s) activities with school staff; inform local media
- determine program placement needs
- publicize the program internally and externally
- correlate related instruction to student needs
- attend second statewide in-service workshop
- prepare program newsletter

November

- conduct a follow-up survey of program graduates
- continue placements, evaluations, and works site visits
- meet with advisory committee
- recruit students to speak to youth organizations, student groups, and community meetings
- attend third statewide in-service workshop
- revise training plans if necessary

December

- hold open house or other planned opportunity for employers to visit the school
- prepare new promotional materials
- review program with instructors, guidance personnel, and administration
- continue seeking new training stations
- focus on work maturity skills instruction with students in job placements
- continue placements, evaluations, and work site visits

January

- prepare program newsletter
- review student career objectives
- coordinate activities with grading and examinations
- plan for employer/employee appreciation banquet in May; begin fundraising

. begin recruiting and planning for the next school year

. continue placements, evaluations, and work site visits

February_____

. meet with advisory committee

. contact media and plan publicity in conjunction with National Vocational Education Week

. attend local business and civic group meetings

. review and update training plans and agreements

. submit letter of intent for project continuation

. contact administration regarding budget and curriculum recommendations

. continue placements, evaluations, and work site visits

March_____

. update faculty and administration on program status

. publicize the program in school through displays, bulletins, and speaking to classes

. attend fourth statewide in-service workshop

. continue to recruit and take applications for the upcoming year

. review the co-op experience with each student individually

. continue placements, evaluations, and work site visits

April_____

. interview students for upcoming year and hold orientation meeting

. meet with advisory committee to evaluate program

. attend fifth statewide in-service workshop

. prepare program newsletter

. finalize plans for employer/employee banquet

. investigate employment opportunities for co-op graduates with employers

- evaluate each training station to determine continued involvement
- continue placements, evaluations, and work site visits
- prepare a report for the school board

May

- conduct annual employer/employee appreciation banquet, send out news release
- send letters of appreciation to employers
- publicize student accomplishment
- focus related instruction on work relations and survival skills
- assist program graduates with job placement
- complete evaluations, records, and reports
- attend sixth statewide in-service workshop

June

- complete coursework in conjunction with grading and examinations
- submit final annual reports
- inventory and order classroom supplies
- send advisory committee members a review of year's activity and letter of appreciation
- report to media on student placements, scholarships, etc.
- develop new community survey for potential training stations
- arrange summer co-op placements
- plan for summer workshops and conferences

5. Co-op for Special Needs Students

For some students, standard classroom settings do not meet their educational needs for a variety of reasons. Very often, however, these same students experience a successful educational alternative through work experience programs. They can thereby acquire many of the basic personal and work related competencies, build their own self-esteem, and become more successful in their roles as members of the community.

In Vermont, vocational students identified as having "special needs" are those requiring special assistance or services in order to enter a regular vocational education program and successfully complete the requirements. This group includes the handicapped - mentally, physically, or emotionally, and the disadvantaged - academically, economically, or of limited English proficiency.

Specific funding sources are currently in place that provide the teacher-coordinator with placement options to increase work experiences for the handicapped and disadvantaged. The Job Training Partnership Act and federal Work Study funds, for example, are targeted for these groups. Handicapped students enrolled in Diversified Occupations programs are provided work experience opportunities through job placement coordinators, generally funded through Public Law 89-313. In addition, the Targeted Jobs Tax Credit (see Appendix F-6) provides financial incentive through tax credits to employers serving economically disadvantaged co-op students.

Many of the special needs common to handicapped and disadvantaged youth are in the areas of social development, self-awareness, pre-employment and work adjustment skills. Carefully planned and coordinated work experiences provide an opportunity for "reality testing" where the probability for success and increased competence are high.

COORDINATION

This program element, vital to all cooperative education activities, is even more important in the placement of special needs learners. The process of identifying the student that can most benefit from cooperative work experience requires close cooperation and consultation with academic and vocational instructors, counselors, special education personnel, and parents. These individuals provide the teacher-coordinator with valuable information concerning specific training needs, significant problem areas, and potentially successful work settings.

The occupational objectives and abilities of a specific student must, in turn, be clearly communicated to the employer. Then, in order for successful training to take place, the employer must be committed to student and program objectives.

Each handicapped student has an Individual Education Plan (I.E.P.), which outlines a sequential program of learning leading to employability. Teacher-coordinators involved in job placement of the handicapped should participate in student I.E.P. staffings in order to best understand student needs and coordinate effective work experiences.

TRAINING STATION SELECTION

The teacher-coordinator should identify which cooperating employers provide appropriate training stations for special needs students. All of the training station evaluation criteria listed in Section IV of this manual apply, but the employer additionally needs to be committed to the goal of training those with special needs. The teacher-coordinator may also be able to break down some of the fears and attitudinal barriers that certain employers have about employing the handicapped and disadvantaged. Then, after a successful training experience, the employer may encourage other businesses to participate.

It is also very important to identify the actual training supervisor to ensure commitment to program goals and evaluate compatibility with potential student placements. The teacher-coordinator should enlist the assistance of the student's vocational instructor or teacher working most directly with the student to help with matching the student to the training station. Assessing the student's work related behavior, basic skills and attitudes, and carefully matching them to a particular employment setting greatly enhances the potential for a successful work experience.

For handicapped students, placement should be at a training station where the handicapping condition is not a major consideration in job performance. At the same time, the work experience should use as much of the potential of the handicapped student as possible in order to be interesting and satisfying to the student.

TRAINING PLAN DEVELOPMENT

Section IV of this manual includes applicable information on the cooperative development of training plans. The following points are emphasized for designing training plans for those with special needs.

- include parents and school personnel working most closely with the student in the training plan process

- specify any modifications of the work station that may need to take place to alleviate architectural or equipment barriers to a handicapped student
- list supplemental educational services that will be provided in conjunction with the work experience
- provide the employer with clear and realistic expectations as to student ability and performance
- outline a schedule of frequent visitation and follow-up on behalf of the teacher-coordinator
- indicate expected outcomes that focus attention on identified student needs

6. Legal Issues

Due to the nature of youth employment and the close working relationship between private sector employers and the school, a number of legal issues are raised in the implementation of cooperative vocational work experience programs. It is not the function of the teacher-coordinator to be a law enforcement officer, but s/he should be knowledgeable of all relevant local, state, and federal regulations in order to inform participating employers. Employers who knowingly violate employment laws obviously should be discontinued from program involvement. The safety and well-being of students and the program itself may otherwise be jeopordized. Violations of this type are best avoided by drawing up clear training agreements, which identify the legal conditions of employment for minors, and by carefully evaluating the employer's training potential.

This section is intended to highlight some of the basic legal issues pertaining to youth employment. Copies of the federal regulations concerning these and related issues are contained in Appendix F. The co-op teacher-coordinator should become fully familiar with these documents.

Minimum Wage and Employment Conditions - The federal Fair Labor Standards Act (F.L.S.A.) establishes minimum wage, overtime pay, recordkeeping, and child labor standards (see appendix F-1). "All employees of enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person", are covered by the act.

A student is not considered an employee and need not receive wages under the F.L.S.A. if all of the six following criteria are met:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his/her operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

In other words, if all six criteria are met, a student may be placed in a work setting (e.g. a short-term C.W.E. placement) without pay since the F.L.S.A. does not apply. Students placed in work situations which are not covered by the F.L.S.A. must be evaluated in terms of their "employee status" to determine what other laws and regulations may apply.

For those students whose employment is covered by the F.L.S.A., regulations regarding age, work hours, and occupational restrictions are further defined in the Child Labor Provisions for Non-Agricultural Occupations (Bulletin 101 - Appendix F-2) and for Agricultural Occupations (Bulletin 102 - Appendix F-3).

The F.L.S.A. also stipulates that students be compensated at least at the federal minimum wage except under certain conditions. Provisions for employers to hire students at less than the minimum wage are outlined by Title 29, Part 520 of the Code of Federal Regulations (Appendix F-4). Under these regulations a minimum wage exemption can be granted to a "student-learner", defined by the F.L.S.A. as a "student who is receiving instruction in an accredited school, college, or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program". An employer interested in this exemption must fill out an Application for Authorization to Employ a Student-Learner at Subminimum Wages (Appendix F-5) to the U.S. Department of Labor, Wage and Hour Division.

Workers' Compensation - Workers' Compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by work. It is based on the principle that an employer is responsible for physical disability that befalls any employee because of working conditions or the work assigned. Under Vermont Law, 21 V.S.A. s 618, responsibility for providing workers' compensation to cover an on-the-job accident belongs to the employer of the student-learner.

Unemployment Compensation - Umemployment compensation refers to benefits paid by an employer to involuntarily terminated employees under certain conditions. However, the Federal Unemployment Tax Act of 1971 specifically excludes cooperative education students from receiving unemployment benefits. Further, neither the employer nor the school system is required to pay unemployment taxes on Vermont's co-op students as specified by 21 V.S.A. § 1301.

Liability for Student Safety - The employer and teacher-coordinator have a legal and ethical responsibility to insure that the work site is a safe place to work and that the student's abilities show likelihood of successful on-the-job performance. If an accident occurs at a training station, the question of negligence invariably arises. A court examines the question of negligence in a work-related accident by asking what a reasonably prudent employer or co-op teacher-coordinator would have foreseen under the same or similar circumstances, and if they met the standard of care expected commensurate with the risks involved.

The issue of liability may also arise when students use their own cars to transport themselves and others to work sites. Again, if an accident occurs, the person who arranged the transportation may be questioned regarding negligence.

Both issues highlight the importance of careful adherence to preventative measures such as detailing all school and employer functions in training agreements, and developing a school driving policy for students including a parental permission sign-off. The school district, the teacher-coordinator, and the employer should check with their local insurance agents to be sure liability coverage exists for co-op programs and related transportation. (16 V.S.A. § 834 and § 1755 outline school responsibilities for student safety).

Targeted Jobs Tax Credit (T.J.T.C.) - the targeted jobs credit is designed to provide an incentive to employers to hire certain persons from targeted groups that have a particularly high unemployment rate or other special employment needs (See Appendix F-6). One of these groups is defined as "youth participating in a cooperative education program", who are members of economically disadvantaged families. ("Economically disadvantaged" is defined as being a member of a family whose earnings do not exceed 70% of the lower living standard income level of the Bureau of Labor Statistics).

The federal tax credit is for qualified wages paid to members of a targeted group. An employer is eligible for a credit equal to 50% of "qualified first year wages" up to $6000, and 25% of the wages up to $3000 during a second year. Employers interested in the tax credit for eligible co-op students should work with the teacher-coordinator in completing I.R.S. form 6199 "Certification of Youth Participating in a Qualified Cooperative Education Program" (see Appendix F-7).

7. Appendices

Cooperative vocational work experience programs require careful coordination among a variety of individuals and interests. The role of the co-op teacher-coordinator therefore involves the development and use of a variety of program documents. These appendices include copies of some of the most commonly used forms. The list is not all inclusive, however. Additional forms may be required to satisfy specific school, student, or employer needs.

In the case of program applications, training plans, and evaluations, a few samples of actual forms currently in use around the State of Vermont are presented to demonstrate a range of approaches. A newly developed training agreement for Cooperative Vocational Work Experience, and another for Career Work Experience specifically, are presented as models for updating existing training agreements.

In addition, Appendix F lists federal government bulletins regarding the employment of student-learners. The co-op teacher-coordinator should be familiar with these legal guidelines and implement work experience programs accordingly.

Appendix G is a collection of partially annotated resources relevant to cooperative education activities. It is divided into categories for ease of reference.

APPENDIX A: APPLICATIONS

A - 1 - Oxbow Vocational Center

A - 2 - Enosburg Falls Area Vocational Center

A - 3 - Mt. Anthony Area Vocational Center

OXBOW VOCATIONAL CENTER

APPLICATION FOR CO-OP PROGRAM

Name _____ Date _____

Vocational Course _____ Soc. Sec. No. _____

Home School _____ Date of Birth _____

Father's name _____ Occupation _____

Mother's name _____ Occupation _____

Home Address _____ Phone _____

JOB DESIRED - type of work, names of area companies you would like to work for?

TRANSPORTATION - How will you get to the training station?

SPECIAL FACTORS - any handicaps, health or other restrictions?

PREVIOUS WORK EXPERIENCE - list most recent first.

Dates	Job

CLASS SCHEDULE

Mods	Subject	Teacher	Room	Days

EXTRA CURRICULAR ACTIVITIES

PLANS FOR EDUCATION BEYOND HIGH SCHOOL

(over)

REFERENCES - list the name and address of two teachers or other persons not related to you who know you well and would be willing to provide a reference for you.

Briefly state your reasons for wanting to be trained in the occupation you have chosen.

Signature of Student _____

The above named student has satisfactory attendance and scholastic records, has completed basic training in his/her chosen vocation, and is ready for a Co-op training experience.

Signature of Vocational Teacher _____

I agree to my child's participation in the Co-op program and recognize that the student and family are responsible for transportation to and from the training station.

Signature of Parent or Legal Guardian _____

ENOSBURG FALLS AREA VOCATIONAL CENTER

APPLICATION FOR CO-OP PROGRAM

DATE _____

NAME _____ (last) _____ (first)

OCCUPATIONAL INTEREST: 1. _____

2. _____

ADDRESS _____ (street)

GRADE ____ AGE ____ DATE OF BIRTH ___/___/___

_____ (town) _____ (state)

SOC. SEC. NUMBER _____

YEAR OF GRADUATION _____ PHONE _____ (home)

Father's Name _____ Place of Employment _____

Mother's Name _____ Place of Employment _____

Do you have a driver's license? ___Yes ___No Do you own a car? ___Yes ___No

Do you have a dependable means of transportation to get to work? ___Yes ___No

Do you have health & accident insurance? ___Yes ___No Name of company _____

Do you intend to go on to further schooling after high school? ___Yes ___No

Please list any non-school activities you participate in. _____

_____

Please list sports you play after school. _____

_____

Please list hobbies and interests. _____

_____

Please describe special skills you have. _____

_____

What are your favorite school subjects? _____

Please give me your present school schedule:

1st	_____	5th	_____
2nd	_____	6th	_____
3rd	_____	7th	_____
4th	_____	8th	_____

Please list previous places where you have worked: 1. _____

2. _____

3. _____

Please list courses taken in high school:

Freshman	Sophomore	Junior
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

YOUR SIGNATURE

BEST COPY AVAILABLE

MT. ANTHONY AREA VOCATIONAL CENTER

APPLICATION FOR CO-OP PROGRAM

NAME_____ GRADE_____ DATE_____
last first

ADDRESS_____ PHONE #_____

_____ SEX_____

DATE OF BIRTH_____ AGE_____ SOCIAL SECURITY #_____

FATHER'S NAME_____ PLACE OF EMPLOYMENT_____

MOTHER'S NAME_____ PLACE OF EMPLOYMENT_____

Will you be able to provide transportation to your employment?_____

What Vocational classes did you take last year?_____

_____

_____

What Vocational classes are you now taking? _____

_____

_____

Please give me your schedule information:

Mods / Periods	Room	Teacher	Mods	Room	Teacher
1st_____	____	_____	9th_____	____	_____
2nd_____	____	_____	10th_____	____	_____
3rd_____	____	_____	11th_____	____	_____
4th_____	____	_____	12th_____	____	_____
5th_____	____	_____	13th_____	____	_____
6th_____	____	_____	14th_____	____	_____
_____	____	_____	15th_____	____	_____
8th_____	____	_____	16th_____	____	_____

Please describe special skills: _____

_____

_____

_____

PREVIOUS EMPLOYMENT RECORD (GIVE LAST OR PRESENT EMPLOYER FIRST)

From		To		Employer's	Wage/	Position or	Reason for
Mo	Yr	Mo	Yr	Name; Address & City	Salary	Nature of Duties	Leaving

Name of person you work under (supervisor, foreman, head of department)

_____

If you do not have a job, what type of work would you like? _____ _____

_____

Signature _____

APPENDIX B: TRAINING AGREEMENTS

B - 1 - Cooperative Vocational Work Experience

B - 2 - Career Work Experience

State of Vermont

Cooperative Vocational Work Experience

TRAINING AGREEMENT

The employer _____ _____
Business Address
agrees to employ _____ _____,
Student-learner Address
a student at _____ _____,
School Address
on a part-time basis for the purpose of training the student in the _____ _____ trade or occupation. The effective training period for this agreement is _____ to _____. The student will work an average of _____ hours per week. The student's time will be divided between school and work according to the following schedule:

School hours: _____

Work hours: _____

WAGES:

Starting wage will be $_____ per hour. The student will receive wages comparable to those paid to other trainees performing the same type of work. Wages will conform with state and federal minimum wage laws. If the student-learner is to be employed at less than the minimum wage, the employer will have on file a special certificate with the Wage/Hour Division, United States Department of Labor.

EMPLOYER RESPONSIBILITY:

The student-learner will be covered by Workers' Compensation Insurance provided by the employer. The employer will observe all laws and regulations, both state and federal, pertaining to the employment of minors. Where a union or bargaining agency is involved, the employer will obtain union approval of the program.

The employer agrees to assign one member of the organization to be responsible for the training of the student. The training supervisor is _____ _____. The training supervisor will prepare reports of student progress at _____ intervals using the form supplied by the teacher coordinator. The employer agrees to act in accordance with the federal Fair Employment Practices Act regarding nondiscrimination of employees on the basis of race, color, national origin, sex, or handicap.

STUDENT RESPONSIBILITY:

The student-learner will be subject to all regulations applying to other employees while on the job. The student will be responsible to the appointed training supervisor. The student should address any complaints to the teacher-coordinator and will not change his/her place of employment without the approval of the teacher-coordinator. The student, while in the process of training, will have the status of student-learner, neither displacing nor substituting for a regular worker that would ordinarily be needed by the employer.

The student will carry school insurance or provide proof of family health and accident insurance coverage.

_____ _____

Insurance Company Policy Number

The student will be responsible for transportation to and from the training station and the vehicle providing transportation must be insured.

SCHOOL RESPONSIBILITY:

The school will provide for the student to receive related and technical instruction in the above occupation. The teacher-coordinator will prepare a written training plan in conjunction with the employer. A copy of the training plan will be kept by the student, the employer, and the teacher-coordinator. As the school representative, the teacher-coordinator will periodically visit the training station to observe and evaluate the training program, and assist the employer in carrying out the training plan.

TERMINATION:

This agreement may be terminated at any time by the employer after consultation with the teacher-coordinator. The teacher-coordinator may terminate this placement at any time after consultation with the employer.

_____

Student Learner Date

_____

Employer Date

_____

Teacher-Coordinator Date

_____

Parent or Guardian Date

_____

Union Representative (if applicable) Date

State of Vermont

Career Work Experience

TRAINING AGREEMENT

The employer_____ _____
Business Address
_____ agrees to provide short term training experience(s) to

_____ _____,
Student-learner Address
a student at_____ _____,
School Address
in the_____occupational field.

The effective training period for this agreement is_____to_____.

The student will work an average of _____hours per week. The student's time will be divided between school and work according to the following schedule:

School hours:_____

Work hours:_____

CAREER WORK EXPERIENCE:

Career Work Experience provides students the opportunity to "sample" specific career options through short term unpaid work experiences. Career Work Experience is an extension of the classroom through the use of employer facilities. In order for the student to receive the maximum educational benefit, and to comply with the conditions for unpaid training outlined by the Fair Labor Standards Act, the following six criteria must be met:

1. the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

2. the training is for the benefit of the trainees or students;

3. the trainees or students do not displace regular employees, but work under their close observation;

4. the employer who provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion business or industrial operations may actually be impeded;

5. the trainees or students are not necessarily entitled to a job at the conclusion of the training period and

6. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

EMPLOYER RESPONSIBILITIES:

The employer will observe all laws and regulations pertaining to the employment of minors. Where a union or bargaining agency is involved, the employer will obtain union approval of the program.

The employer agrees to assign one member of the organization to be responsible for the training of the student. The training supervisor is

_____.

The training supervisor will prepare reports of student progress using the form supplied by the teacher-coordinator. The employer agrees to act in accordance with the federal Fair Employment Practices Act regarding nondiscrimination of employees on the basis of race, color, national origin, sex, or handicap.

STUDENT RESPONSIBILITIES:

The student will be subject to all regulations applying to regular employees of the business where training takes place. The student will be responsible to the appointed training supervisor.

The student will carry school insurance or provide proof of family health and accident insurance coverage.

_____ _____

Insurance Company Policy Number

The student will be responsible for transportation to and from the training station and the vehicle providing transportation must be insured.

SCHOOL RESPONSIBILITIES:

The school will provide for the student to receive related and technical instruction in the above occupational area. The teacher-coordinator will prepare a career exploration plan in conjunction with the employer. A copy of the career exploration plan will be kept by the student, the employer, and the teacher-coordinator.

As the school representative, the teacher-coordinator will periodically visit the training station to observe and evaluate the training program, and assist the employer in carrying out the career exploration plan.

TERMINATION:

This agreement may be terminated at any time by the employer after consultation with the teacher-coordinator. The teacher-coordinator may terminate this placement at any time after consultation with the employer.

Student-learner	Date
Employer	Date
Teacher-Coordinator	Date
Parent or Guardian	Date
Union Representative (if applicable)	Date

APPENDIX C: TRAINING PLANS

C - 1 - Burlington Area Vocational-Technical Center, Sales & Marketing

C - 2 - Springfield Area Vocational Center, Electrician

C - 3 - Essex Junction Area Vocational-Technical Center, Drafting Occupations

Burlington Area Vocational-Technical Center
Training Plan - Sales & Marketing

Student _____

Employer _____

Effective Date _____

Job Title: _____

Career Objective: _____

Job Description: _____

_____

Areas of Experience and Training

It is assumed each item checked will be developed to a proficient level, related to the specific business needs and student abilities.

A. Cashiering

_____ 1. Operate standard cash register efficiently and accurately
_____ 2. Operate computerized cash register efficiently and accurately
_____ 3. Make change with ease and accuracy
_____ 4. Develop knowledge and ability to accept and cash negotiable instruments (checks, food stamps, welfare vouchers, etc.)
_____ 5. Develop ability to handle shortchange artists
_____ 6. Develop ability to check cash register drawer fund and/or cash up register
_____ 7. Develop knowledge of procedure for handling store coupons, manufacturer coupons
_____ 8. Develop ability to handle voids and refunds
_____ 9. Develop ability to change register tape & do other necessary maintenance
_____ 10. Develop ability to fill out sales checks

B. Sign Press/Printing

_____ 1. Develop ability to prepare materials for printing
_____ 2. Operate sign press/printing equipment efficiently

C. Product Knowledge/Analysis

_____ 1. Understand importance of product knowledge in selling and use in selling situation
_____ 2. Develop familiarity with product literature
_____ 3. Acquire knowledge of product location within store
_____ 4. Develop ability to direct customers to product locations

D. Salesmanship/Selling Techniques

_____ 1. Develop ability to demonstrate products
_____ 2. Develop knowledge of steps in sales process and ability to apply them
_____ 3. Develop methods for handling customers in self-service stores
_____ 4. Understand the importance of customer courtesy

E. Telephone

_____ 1. Place local calls with ease
_____ 2. Place long distance calls with ease
_____ 3. Answer phone
_____ a. Develop public relations - courteous, helpful
_____ b. Develop pleasant voice level
_____ c. Handle several extensions
_____ d. Operate intercom system
_____ e. Take messages completely & accurately

F. Advertising/Display
_____ 1. Develop understanding of importance of advertising
_____ 2. Prepare in-store advertising (PA system, etc.)
_____ 3. Prepare radio and/or newspaper advertising
_____ 4. Arrange merchandise - counter, display, etc.
_____ 5. Stock and block shelves
_____ 6. Prepare and/or arrange point of sale advertising

G. Receiving
_____ 1. Receive shipments - check piece count from trucker
_____ 2. Check goods delivered against packing slip and/or invoice
_____ 3. Check goods delivered for damage
_____ 4 Mark merchandise

H. Credit & Collections
_____ 1. Handle "received on accounts"
_____ 2. Handle credit card purchases, including credit checks

I. Shipping
_____ 1. Prepare and pack goods for mail or other delivery service
_____ 2. Package goods for return to warehouse and/or vendor
_____ 3. Prepare delivery slips

J. Security
_____ 1. Handle shoplifters according to store and legal procedures
_____ 2. Acquire knowledge of store policy regarding opening and closing
_____ 3. Acquire knowledge of general store security procedures
_____ 4. Follow policy relative to personal possessions on the premises

K. Buying/Pricing
_____ 1. Order merchandise
_____ 2. Develop awareness of pricing policies
_____ 3. Handle price changes and price change forms (markups, markdowns)

L. Inventory/Stock Control
_____ 1. Take physical inventory
_____ 2. Develop awareness of computer inventory through checkout
_____ 3. Develop awareness of reorder policy and methods
_____ 4. Maintain perpetual inventory for selected goods (jewelry, firearms, etc.)
_____ 5. Maintain records regarding damaged, spoiled and store-use merchandis

M. Customer Service
_____ 1. Develop knowledge of services available
_____ 2. Develop ability to provide mail and telephone services
_____ 3. Provide giftwrapping services
_____ 4. Develop ability to provide layaway and/or storage services
_____ 5. Handle adjustments (returns, exhanges, warranties, repairs, alterations)

N. Safety

_____ 1. Keep register area clean/uncluttered
_____ 2. Keep floors clean, picked up/uncluttered
_____ 3. Develop proper lifting techniques

O. Miscellaneous

_____ 1. Handle own purchases according to store policy
_____ 2. _____
_____ 3. _____
_____ 4. _____
_____ 5. _____
_____ 6. _____

P. Personal Development

_____ 1. Establish a good attendance and punctuality record
_____ 2. Dress appropriately and practice good grooming habits
_____ 3. Develop good human relations
_____ a. Avoid gossip
_____ b. Offer help to other workers when needed
_____ c. Develop a cooperative, respectful attitude
_____ 4. Follow directions
_____ 5. Develop initiative - ability to look and stay busy
_____ 6. Maintain confidentiality

SPRINGFIELD AREA VOCATIONAL CENTER

O. E. Code 17. 10 02
D O T Code 821.381
824.281
829.281/.381

ELECTRICIAN

SPECIALITY SUMMARY

Assembles, installs, and wires heat, light, power, air conditioning, and refrigeration components.

DUTIES AND RESPONSIBILITIES

1. Performs electrical wiring layouts.

   Interprets blueprints, identifies symbols, makes sketches and schematics, describing work for which he receives only verbal orders.

2. Installs rough wiring

   Locates, mounts, installs and runs electrical wiring, electrical boxes, and conduit.

3. Hooks up wiring

   Splices and connects outlets, switches, lighting fixtures. Splices wires and tests line.

4. Installs special purpose receptacles

   Installs receptacles in floors, walls, appliances, heating units, air conditioning apparatus, outdoor lighting fixtures, and basic security systems.

5. Installs power distribution systems

   Installs and wires service head, mounts meter bases, distribution cabinet. Installs breakers, switches, grounds, and branch circuit panels.

6. Performs preventive maintenance

   Maintains equipment records, cleans controls, uses hand and power tools to keep equipment in safe working conditions.

7. Practices safety

   Follows rules and regulations on the National Electrical Code. Fulfills requirements of state, county, and local electrical codes.

TRAINING PLAN
FOR
ELECTRICIAN

SOURCE NJ

TASKS AND KNOWLEDGES	APPLICABLE	OBSERVE	PERFORM	MASTER
1. CAREER PROGRESSION				
A. Progression in career ladder				
B. Duties of each career level				
2. ELECTRICAL WIRING LAYOUT				
A. Identify electrical drafting symbols				
1. Convenience outlets				
2. Split wired convenience outlets				
3. Special purpose outlets/appliance symbols				
4. Low voltage signal systems				
5. Riser diagram				
B. Blueprint reading				
1. Room sizes and location				
2. Stairways				
3. Openings such as windows and doors				
C. Specifications				
D. Prepare wiring diagram for residential use				
1. Plain wiring runs				
2. Select wire sizes				
3. Calculate fuse size				
4. Calculate circuit loads				
5. Plan tools required for job completion				
6. Plan equipment required for job completion				
7. Plan materials required for job completion				
8. Perform improvement modification on existing plans				
9. Estimate time-material cost factors				

TASKS AND KNOWLEDGES

ELECTRICIAN

	APPLICABLE	OBSERVE	PERFORM	MASTER

3. ROUGH WIRE

   A. Locate and mount electrical boxes

      1. Mount outlet boxes
      2. Mount switch boxes
      3. Install junction boxes and fittings
      4. Locate and mount lighting fixture boxes
      5. Install cabinet and cutout boxes

   B. Bore holes for wire runs
   C. Run electrical wiring

      1. Romex
      2. BX
      3. Conduit

4. HOOK-UP WIRING

   A. Connect convenience outlets
   B. Connect switches

      1. Single pole - single throw switch
      2. Three way switch
      3. Four way switch

   C. Connection of lighting fixtures
   D. Splice wires using:

      1. Solderless connectors and lugs
      2. Soldering copper, flux and solder
      3. Blowtorch, flux, and solder
      4. Ladle, molten solder, flux

5. TRIM-OUT

   A. Install special purpose receptacles

      1. Range
      2. Floor
      3. Wall
      4. Appliance

B. Electrical Systems

1. Perform basic wiring on electrical, gas, and oil fired heating units and controls
2. Connect air conditioning apparatus
3. Operate refrigeration control circuits
4. Develop basic security system plans
5. Analyze audio system requirements for public address systems
6. Place outdoor and special effects lighting fixtures and controls

6. UNDERSTANDING OF POWER DISTRIBUTION SYSTEMS

A. Service entrance
B. Distribution box
C. Service switch
D. Grounding techniques
E. Two wire system
F. Three wire system

7. INSTALL POWER DISTRIBUTION SYSTEM

A. Install service head on building
B. Mount meter base on building
C. Mount distribution cabinet for two wire system
D. Mount distribution cabinet for three wire system
E. Install service breaker or switch
F. Install grounds
G. Install branch circuit power panels

8. PREVENTATIVE MAINTENANCE

A. Maintain equipment records

1. Maintain records of requipment running time
2. Maintain records on frequency of repair data for electrical units

B. Clean controls and exposed units of foreign matter
C. Recommend specific safety procedures
D. Make mathematical computations for current carrying capacities
E. Use common hand tools and power tools to keep equipment in good working order.

ESSEX JUNCTION AREA VOCATIONAL-TECHNICAL CENTER

COOPERATIVE VOCATIONAL TRAINING PLAN

Date_____

Trainee_____ Birth Date_____

Coordinator_____

Establishment_____ Address_____

Person responsible for training at the establishment_____

TRAINING OUTLINE FOR: DRAFTING OCCUPATIONS

Employment Objective_____ Code #_____

Accredited training_____
(1 or 2 years)

TRAINING AGREEMENT:

	Observed	Performed
1. Use basic drafting tools.		
2. Demonstrate knowledge of inking procedures.		
3. Letter - mechanically.		
4. Letter - free hand.		
5. Sketch free hand.		
6. Perform geometric construction.		
7. Perform orthographic projections.		
8. Perform dimensioning - British.		
9. Perform dimensioning - Metric.		
10. Perform sectioning.		
11. Draw auxilliary view.		
12. Draw pictorial views.		
13. Draw threads and fasteners.		
14. Make sheet metal drawings.		
15. Perform related math.		

ESSEX JUNCTION AREA VOCATIONAL-TECHNICAL CENTER

COOPERATIVE VOCATIONAL TRAINING PLAN

-DRAFTING OCCUPATIONS CONTINUED-

	Observed	Performed
16. Perform calculator functions.		
17. Construct gear drawings.		
15. Construct cam and actuator drawings.		
19. Construct welding drawings.		
20. Construct electronics drawings.		
21. Construct detailed drawings.		
22. Construct basic assembly drawings.		

Please list any other tasks which you perform.

1.		
2.		
3.		

APPENDIX D: EVALUATIONS

D - 1 - Employer Evaluations

a - Burlington Area Vocational Center, Office Occupations

b - Lamoille Area Vocational Center

c - Barre Regional Vocational Center

d - Randolph Area Vocational Center, Child Care

D - 2 - Student Evaluations

a - Hartford Area Vocational Center, Student Self Evaluation

b - Addison County Vocational Center, Evaluation of Co-op Program

c - Randolph Area Vocational Center, Student Evaluation of Job Site

D - 3 - Teacher Evaluations

a - Addison County Vocational Center, Rating Sheet for Co-op Applicants

b - Brattleboro Area Vocational Center, Evaluation of Applicant

c - Randolph Area Vocational Center, Co-op Observations by Instructor

BURLINGTON HIGH SCHOOL/BURLINGTON AREA VOCATIONAL CENTER
OFFICE OCCUPATIONS COOPERATIVE WORK EXPERIENCE PROGRAM
Evaluation for Student Employee

Name_____ Employer_____

(1) Above expected level (2) At expected level (3) Below expected level

JOB DESCRIPTION (Please list specific duties)

	1	2	3

WORK TRAITS (Please check each item.)

	1	2	3
Attitude			
1. Ability to get along with others			
2. Ability to accept criticism			
3. Cooperation			
Interest			
1. Initiative			
2. Willingness to learn			
3. Enthusiasm for work			
Quality of Work			
1. Accuracy			
2. Neatness			
3. Attention to detail			
Quantity of Work			
Appearance			

	1	2	3
Dependability			
1. Attendance, punctuality			
2. Ability to follow assignments through to completion			
3. Ability to follow directions			
Self-confidence/Maturity			
1. Poise			
2. Tact			
3. Self-assurance			

OVERALL RATING

What aspects of his/her work assignment has the student performed best?

What improvements have been noted since the last evaluation?

What aspects of the student's performance require improvement?

What can this student do to improve?

Evaluator's Signature _____ Title _____ Date _____

STUDENT COMMENTS:

Student's Signature _____ Date _____

LAMOILLE AREA VOCATIONAL CENTER
Co-operative Vocational Education
Quarterly Rating Sheet

Student	School	Date of Rating	Employer

	1	2	3	4	5
(1) Personality & Enthusiasm	Not an agreeable person; apparently does not like people; does not get along with other employees and/or employer/supervisor. Lack of cooperation.		Lukewarm; agreeable but not very friendly; acceptable behavior in most situations.		Pleasing and congenial personality; contagious enthusiasm and inspirational manner. Very cooperative.
	1	2	3	4	5
(2) Acceptance of Criticism	Resents any criticism as personal; does not welcome suggestions or advice.		Accepts advice casually; reacts slowly to suggestions.		Welcomes constructive help of any kind; anxious to learn from any likely source.
	1	2	3	4	5
(3) Ability to Learn	Slow to change thinking or "catch on" to new ideas.		Ability to learn in reasonable time; not particularly aggressive in thinking or at grasping new concepts & procedures. Learns slowly but retains well.		Grasps ideas and methods readily; analytical of situations and alert to changes; retains and uses what is learned.
	1	2	3	4	5
(4) Industry	Puts in minimum of time and effort; avoids responsibility of extra work; does not work.		Performs adequately & well in the routine functions.		Requires minimum of supervision & performs at maximum efficiency in performance & production.

	1	2	3	4	5
(5) Initiative	Does little thinking for own self; no originality, little resourcefulness or imagination; not a creative person.		Occasionally has good ideas, but may not try them until encouraged; follows line of least resistance.		Resourceful, inventive and self-reliant; can usually work out difficulties without much assistance.
	1	2	3	4	5
(6) Perseverance	Little or none		Average determination & persistance.		Not easily discouraged.
	1	2	3	4	5
(7) Dependability	Requires close supervision; unreliable.		Usually completes tasks and is fairly prompt.		Requires minimum of supervision.
	1	2	3	4	5
(8) Job Knowledge	Poorly informed about work duties.		Moderately informed; can handle common job related problems.		Student performs in a competent manner and is well informed.
	1	2	3	4	5
(9) Safety	Has no concern about others or equipment; careless and accident prone and untidy.		Ordinarily works safely, observes most safety rules.		Very neat and orderly; observes all safety regulations.
	1	2	3	4	5
(10) Attendance	Often absent and/or late for work; Seems unconcerned.		Usually present and on time.		Always regular and prompt.

OVERALL EVALUATION in comparison with other employees with the same length of service on the job.

X out the appropriate statement.

Definitely Unsatisfactory.	Substandard, but making progress.	Doing an average job.	Definitely above average.	Outstanding.

1. Has the student's overall performance improved since first coming on the job?

   yes no

2. Do you feel that the student would be valuable to this company as a permanent employee?

   yes no unsure

3. Overall grade for marking period _____

4. _____ _____
   Person making this report Title

5. _____
   Student

This co-op student rating sheet will be filled out at least quarterly and will be reviewed by the co-op coordinator.

Student's Semester/Yearly Grade _____

TRAINEE EVALUATION

BARRE REGIONAL VOCATIONAL-TECHNICAL CENTER

COOPERATIVE VOCATIONAL EDUCATION

ON-THE-JOB RATING SHEET

Trainee _____ School _____ Due Date _____ Employer _____

Rate by checking the appropriate box. Consider this person's entire work performance based upon your personal observation. Compare his/her actual work with your job requirements of the job.

D-1c

	Poor	Below Average	Average	Above Average	Outstanding
ABILITY TO LEARN	slow to "catch on"	requires more than average instruction	grasps instruction with average ability	usually quick to understand and learn	exceptionally keen and alert
QUALITY OF WORK	careless; makes recurrent errors	makes many errors	usually accurate	requires little supervision; exact and precise most often	is almost always accurate
QUALITY OF WORK	does not meet minimum requirements	does just enough to get by	volume of work is satisfactory	very industrious; does more than required	superior work production record
DEPENDABILITY	needs close supervision	sometimes needs prompting	usually takes care of tasks and completes fairly promptly	requires little supervision; is reliable	requires absolute minimum supervision
SKILL KNOWLEDGE	poorly informed about work duties	lacks knowledge of some phases of work	moderately informed	understands all phases of work	has completed mastery of all phases of work

	Poor	Below Average	Average	Above Average	Outstanding
COOPERATION	unable to get along with others	sometimes tactless	generally gets along with most everyone	very polite and willing to help	inspiring to others with job loyalty and helpfulness
INITIATIVE	puts forth practically no effort	sets goals to low, puts forth little effort	has average goals; puts forth effort to reach these	strives hard; has high desire to achieve	sets goals and strives constantly to reach these.
PHYSICAL FITNESS	tires easily and is slow	frequently tires and is slow	meets physical and energy job requirements	energetic; seldom tires	excellent health; no fatigue
SAFETY	has no concern for others or equipment; careless	some tendency to be careless and untidy	ordinarily works safely; observes most safety rules	good work habits	very neat and orderly; observes all safety regulations
ATTENDANCE	often absent without good excuse and/or often late	lax in attendance and reporting to work on time	usually present and on time	very prompt; regular in attendance	always regular and prompt; volunteers for overtime

OVERALL EVALUATION in comparison with other employees with the same length of service on this job. (Circle One)

Definitely unsatisfactory | Substandard, but making progress | Doing an average job | Definitely above average | Outstanding

ADDITIONAL COMMENTS; IF ANY:

I have seen this rating sheet and discussed it with my employer, coordinator, or both _____
Student Trainee

RANDOLPH AREA VOCATIONAL CENTER
Cooperative Vocational Education
CHILD CARE Work Experience

PROGRESS REPORT

STUDENT:_____ DATE:_____

EMPLOYER:_____ SUPERVISOR:_____

Please rate this student's progress on the job by using the most appropriate rating for each category.

RATING CODE: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

Rating Number:	EVALUATION AREAS
	APPEARANCE (5) pt. av. :
_____	Neat & clean.
_____	Appropriate attire.
	ATTENDANCE (10) pt. av. :
_____	Arranges for absence or lateness in advance.
_____	Calls as soon as possible if unable to work.
	WORK ATTITUDES (25) pt. av. :
_____	Pleasant.
_____	Has an interested attitude when at work.
_____	Looks for tasks when not busy.
_____	Accepts responsibility.
_____	Accepts and learns from constructive criticism.
	INTERPERSONAL RELATIONSHIPS (30) pt. av. :
	Communicates effectively with:
_____	Children
_____	Supervisor
_____	Children's parents
_____	Asks for guidance when necessary.
_____	Appears flexible and compromising in team work and changing situations.
_____	Retains composure in trying situations.
	JOB SKILLS (30) pt. av. :
_____	Follows instructions.
_____	Works carefully and efficiently.
_____	Maintains facility/ equipment/supplies.
_____	Follows safety procedures.
_____	Provides physical care for infants and children.

(over please)

RATING CODE: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

Rating Number: EVALUATION AREAS

Job Skills continued:

_____ Encourages proper behavioral development.

_____ Aids supervisor in any custodial, planning, paper work, and/or preparation.

_____ Explains and leads some group activities- games, art, music.

_____ Works with children individually.

_____ Works with small groups of children.

_____ Supervises children during free play activities.

_____ Teaches safety and sanitation practices to children.

Additional Comments concerning the Co-op student's work experience:

_____

_____

_____

_____

_____

Supervisor

_____

Date

DO NOT WRITE BELOW THIS LINE

CATEGORY	WEIGHTING FACTOR		NUMERICAL GRADE		WEIGHTED GRADE	TOTAL GRADE
1. Personal appearance	5	X		=		
2. Attendance	10	X		=		
3. Work attitude	25	X		=		
4. Interpersonal relationships	30	X		=		
5. Job skills	30	X		=		
			Total		_____	
					100	=

HARTFORD AREA VOCATIONAL CENTER

COOPERATIVE VOCATIONAL EDUCATION

STUDENT SELF-EVALUATION

Please evaluate yourself based on a scale of 1 to 5 for each of the categories listed below. Place a check mark in front of the number that best describes, evaluates, you as a person.

A common mistake in evaluation is the tendency to rate oneself as "average" on every trait instead of being more critical in judgement. Each person has strong and weak points and these should be indicated on the rating scale. You should use the ends of the scale as well as the middle.

INITIATIVE: CAN I ORIGINATE AND CARRY THROUGH IDEAS?

___ 1. I never go ahead on my own
___ 2. I seldom go ahead on my own
___ 3. I go ahead on routine work
___ 4. I frequently look for additional work to do
___ 5. I always find work that needs to be done

RELIABILITY: CAN I BE DEPENDED UPON TO DO WORK ASSIGNED?

___ 1. I can seldom be depended upon
___ 2. I frequently fail to come through on work assigned
___ 3. I can be depended upon in most cases
___ 4. I only occassionally fail to come through on work assigned
___ 5. I can be depended upon implicitly in all matters

ATTITUDE: WHAT IS MY MANNER TOWARD WORK?

___ 1. I show little enthusiasm
___ 2. I rationalize my shortcomings and mistakes
___ 3. I am normally enthusiastic about my work
___ 4. I try to improve my work in most cases
___ 5. I am always alert to finding new ways to improve my work

COOPERATION: DO I WORK WELL WITH OTHERS?

___ 1. I always want my own way
___ 2. I am hard for others to work with
___ 3. I am usually easy to work with
___ 4. I work well with others
___ 5. I am exceptional in all matters

ALERTNESS: DO I HAVE AN ABILITY TO GRASP INSTRUCTIONS AND SOLVE PROBLEMS?

___ 1. I am slow to "catch on"
___ 2. I require more than average instruction and explanation
___ 3. I grasp instructions with average ability
___ 4. I am usually quick to understand and learn
___ 5. I am exceptionally keen and alert

Name _____ Date _____

ACCURACY OF WORK
___1. I make many errors
___2. I am careless
___3. I am usually accurate
___4. I am careful
___5. I am consistently accurate

CARE OF WORKING AREA
___1. I am very untidy
___2. I am careless
___3. I keep my area clean
___4. I keep my area clean & orderly
___5. I am exceptionally clean & orderly

USE OF MATERIALS/EQUIPMENT
___1. I am rough in their use
___2. I am careless
___3. I adequately take care of them
___4. I am careful
___5. I am very careful

SPEED IN PERFORMING WORK DUTIES
___1. I am very slow
___2. I am slow
___3. I am adequate in speed
___4. I am fast
___5. I am exceptionally fast

USE OF WORKING TIME
___1. I am very wasteful
___2. I waste time
___3. I make fair use of my time
___4. I keep busy
___5. I keep busy & am effective

RESPONSIBILITY
___1. I am irresponsible
___2. I evade responsibility
___3. I accept responsibility
___4. I seek responsibility
___5. I seek & handle responsibility

INITIATIVE
___1. I don't exhibit any
___2. I exhibit, show little
___3. I am average
___4. I need little direction
___5. I am self-motivated

ATTENDANCE
___1. I am frequently absent or late
___2. I am absent or late often
___3. I am absent or late occasionally
___4. I am seldom late or absent
___5. I am never late or absent

ATTITUDE TOWARD CO-WORKERS/SUPERIORS
___1. I do not get along
___2. I have poor interaction
___3. I get along satisfactorily
___4. I work well with others
___5. I have excellent relationships

PERSONAL APPEARANCE
___1. I am very sloppy
___2. I am untidy
___3. I am tidy
___4. I am neat
___5. I am exceptionally pleasing

OVERALL EVALUATION: IN COMPARISON WITH OTHER EMPLOYEES WITH THE SAME LENGTH OF SERVICE ON THIS JOB.
___1. I am definitely unsatisfactory
___2. I am substandard but making progress
___3. I am doing an average job
___4. I am definitely above average
___5. I am outstanding

ADDITIONAL REMARKS: _____

_____

_____

_____
Signature of student

ADDISON COUNTY VOCATIONAL CENTER
Middlebury, Vermont
388-4031 ext 53

"CO-OP"

STUDENT EVALUATION OF CO-OP PROGRAM

Please fill in and return to Mr. Slicer as soon as possible

NAME OF STUDENT_____ DATE _____

NAME OF TRAINING STATION_____

Occupation employed in_____

Did you have any problems on this job? (yes) (No) If yes is the answer, please use the back of this sheet to explain.

What is your present long range career or job preference?_____

_____

When did you make this choice? (check one) ☐Elementary Sch. ☐Jr. High Sch. ☐High Sch. ☐Other

What or who influenced you in making this choice? (mark 1=great influence ; 2=some influence; 3=little or no influence

_____Parents _____Teacher _____Counselor _____Work Experience Program _____Friend in occupation

_____Other (specify)_____

_____

Co-op work experience affected your vocational plans and how?_____

_____

_____

How long did you work at this training station? _____

Was this job what you expected it would be? _____

_____

Were you give ample instructions when you started this job?_____

Were you given helpful instruction when you needed it?_____

This co-op experience was (more) (less) valuable to me than staying in the classroom situation would have been.

Please explain why_____

_____

_____

_____

Please give any suggestions you may have to improve the Co-op Program_____

_____

_____

_____

Co-op Student Evaluation of Job Site

RANDOLPH AREA VOCATIONAL CENTER
Cooperative Vocational Education

Co-op Student:

Date:

Training Station:

1. How long have you been co-oping at this training station?_____ wks.

2. What is your job title?_____

3. List the skills/duties you do as part of your job:

_____

_____

_____

4. Were you given ample help and instruction when you started your job? Yes____ No____

5. Are you given helpful instruction when needed? Yes___ No___

6. Are you under daily supervision? Yes___ No____

7. Were the employers rules and regulations clearly explained when you started your job? Yes___ No___

8. Describe the working conditions where you work._____

_____

9. What do you like about your job?_____

_____

_____

10. What would you like to change about your job?_____

_____

_____

11. Is there a possibility of employment after Co-op ends? Yes___ No___

Give any general comments about your work situation not covered in the questions asked above._____

_____

_____

NOTICE– Be sure student has filled in these items before you accept this form

ADDISON COUNTY VOCATIONAL CENTER
Middlebury, Vermont 057533
Telephone: 388 - 3115 *388–6655*

Please fill this rating sheet in as completly as possible to help the coordinator in securing desired information concerning this student who is making application for the Co-op training program. Return the form as soon as possible to Ronald Slicer, Co-op Coordinator.

TEACHER'S RATING SHEET FOR CO-OP APPLICANTS

Date _____

Student's Name _____

Student has applied for _____ occupation.

	EXCELLENT	GOOD	FAIR	POOR
Standing in your course as to scholarship				
Loyalty to: teacher, fellow students, school				
Initiative: is she/he resourceful				
Dependability				
Personality				

1. Does this student have more than the usual - - - Absences _____ Tardiness _____
2. Is this student qualified to represent our school on a job? _____
3. Has she/he any outstanding abilities or talents? _____
4. Does she/he take corrections or instructions well? _____
5. If you were an employer would you hire this student to represent your business in the occupation she/he has applied for?
   applied for? _____
6. Give any additional information which you consider might be helpful to the coordinator. _____

Teacher _____ Course _____

CONFIDENTIAL

D-3a

BRATTLEBORO AREA VOCATIONAL CENTER

COOPERATIVE VOCATIONAL EDUCATION

TEACHER EVALUATION

Evaluation for:_____ Date:_____

Please evaluate the Co-op student applicant on a scale of 1 to 5 for each of the categories listed below. Place a check mark in front of the number that best evaluates the Co-op student applicant.

A common mistake in evaluation is the tendency to rate someone as "average" on every trait instead of being more critical in judgement. Each person has strong and weak points and these should be indicated on the rating scale. You should use the ends of the scale as well as the middle.

INITIATIVE: CAN HE/SHE ORIGINATE AND CARRY THROUGH IDEAS?

____1. Never goes ahead on his/her own
____2. Seldom goes ahead on his/her own
____3. Goes ahead on routine work
____4. Frequently looks for additional work to be done
____5. Always finding work that needs to be done

RELIABILITY: CAN HE/SHE BE DEPENDED UPON IN HIS WORK?

____1. Can seldom be depended upon
____2. Frequently fails to come through
____3. Can be depended upon in most cases
____4. Only occasionally fails to come through
____5. Can be depended upon implicitly in all matters

ATTITUDE: WHAT IS HIS/HER MANNER TOWARD WORK?

____1. Shows little enthusiasm
____2. Rationalizes his/her shortcomings
____3. Normally enthusiastic about his/her work
____4. Tries to improve his/her work in most cases
____5. Always alert to finding ways to improve work

COOPERATION: DOES HE/SHE WORK WELL WITH OTHERS?

____1. Always wants his/her own way
____2. Hard for others to work with
____3. Usually congenial and easy to work with
____4. Works well with others
____5. Exceptional in all matters

ALERTNESS: DOES HE/SHE HAVE AN ABILITY TO GRASP INSTRUCTIONS AND SOLVE PROBLEMS?

____1. Slow to "catch on"
____2. Requires more than average instruction and explanation
____3. Grasps instructions with average ability
____4. Usually quick to understand and learn
____5. Exceptionally keen and alert

ACCURACY OF WORK
____1. Makes many errors
____2. Is careless
____3. Usually accurate
____4. Is careful
____5. Consistently accurate

CARE OF SCHOOL/WORKING AREA
____1. Very untidy
____2. Careless
____3. Keeps area clean
____4. Keeps area clean & orderly
____5. Exceptionally clean & orderly

USE OF MATERIALS AND EQUIPMENT
____1. Rough
____2. Careless
____3. Adequate
____4. Careful
____5. Very Careful

SPEED IN PERFORMING DUTIES
____1. Very slow
____2. Slow
____3. Adequate
____4. Fast
____5. Exceptionally fast

USE OF SCHOOL TIME
____1. Very wasteful
____2. Wastes time
____3. Fair use of time
____4. Keeps busy
____5. Busy and effective use of time

RESPONSIBILITY
____1. Irresponsible
____2. Evades responsibility
____3. Accepts responsibility
____4. Seeks responsibility
____5. Seeks & handles responsibility

INITIATIVE
____1. Doesn't exhibit any
____2. Very little
____3. Average
____4. Needs little direction
____5. Self-motivated

ATTENDANCE
____1. Frequently late or absent
____2. Absent or late often
____3. Absent or late occassionally
____4. Seldom absent or late
____5. Never absent or late

ATTITUDE
____1. Does not get along
____2. Poor interaction
____3. Gets along satisfactorily
____4. Relates well with others
____5. Excellent relationships

PERSONAL APPEARANCE
____1. Very sloppy
____2. Untidy
____3. Tidy
____4. Neat, in good taste
____5. Exceptionally pleasing

OVERALL EVALUATION: IN COMPARISON WITH OTHER STUDENTS WITH THE SAME LENGTH OF TIME IN YOUR CLASSROOM:
____1. He/she is definitely unsatisfactory
____2. He/she is substandard but making progress
____3. He/she is doing average work
____4. He/she is definitely above average
____5. He/she is doing outstanding work

ADDITIONAL REMARKS: _____

_____

_____

_____

_____
Signature of Teacher

RANDOLPH AREA VOCATIONAL CENTER
RANDOLPH, VERMONT 05060
COOPERATIVE VOCATIONAL EDUCATION

CO-OP OBSERVATIONS BY INSTRUCTOR

Training Station:_____ Date:_____

Co-op Student:_____

Please evaluate the student's co-op experience by checking the appropriate response to the following statements and providing comments where desired. Return this form completed as soon after your visit as possible.

	YES	NO
1. The co-op experience relates to the student's occupational objective.	___	___

Comments:_____

_____

2. The atmosphere of the training station provides a setting appropriate and beneficial for the co-op student.	___	___

Comments:_____

_____

3. The employer/supervisor shows a positive attitude toward providing instruction while the student is on the job.	___	___

Comments:_____

_____

4. The type of work done by the co-op student is a meaningful adjunct to his/her vocational education.	___	___

Comments:_____

_____

5. Student demonstrates a positive attitude toward co-op work situation.	___	___

Comments:_____

_____

Please make any additional comments on reverse side of report.

_____
Instructor Signature

APPENDIX E: MISCELLANEOUS FORMS

E - 1 - Cooperative Education Check Sheet

E - 2 - Cooperative Vocational Education Evaluation of Training Station Form

E - 3 - Request for Worker

E - 4 - Authorization to Release Information Concerning A Co-op Applicant or Participant

E - 5 - Certification of Completion

COOPERATIVE EDUCATION CHECK SHEET

Name of Student _____ Beginning Date / /

Employment Objective _____ Vocational Program _____

Item to be Completed

1. / / Application to Co-op Completed by Student
2. / / Student Obligation & Parent Consent
3. / / Class Schedule Card
4. / / Present Employer Form
5. / / Student Self-Evaluation Completed
6. / / Teacher Evaluation Completed and Returned
7. / / Student Interview at Training Station
8. / / Cooperative Training Agreement Completely Signed
9. / / Training Plan Written & Agreed to by Coordinator and Training Station
10. / / Parent Visit to Voc. Center for Coordinator Conference
11. / / Parent Evaluation Form Completed and Returned
12. / / TJTC Form Issued

Record of Employer's Evaluations

1.	/ /	5.	/ /
2.	/ /	6.	/ /
3.	/ /	7.	/ /
4.	/ /	8.	/ /

General Related

1.	/ /	Resume' - short form (5)
2.	/ /	Resume' - long form (5)
3.	/ /	Cover Letter (1)
4.	/ /	Interview Critique (1)
5.	/ /	Completed Application (1)

Record of Employer Visitations

1.	/ /	_____
2.	/ /	_____
3.	/ /	_____
4.	/ /	_____
5.	/ /	_____
6.	/ /	_____
7.	/ /	_____
8.	/ /	_____

COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF TRAINING STATION FORM

Name of Business _____

Address of Business _____

Contact Person _____

Title of Contact Person _____

Telephone Number _____ Type of Business _____

Date _____

THE TRAINING STATION/EMPLOYER:	YES	NO
1. Related training to the career objective of the student-learner	_____	_____
2. Shows an interest in providing instruction for the student-learner while he/she is on the job	_____	_____
3. Expresses the desire to provide learning experiences which are comparable with the student-learner's capabilities and interests	_____	_____
4. Indicates the desire to assist in the development of a training plan for the student-learner	_____	_____
5. Provides time for periodic conferences concerning the student-learner	_____	_____
6. Works closely with the student-learner or provides an employee who has the technical and personal qualifications, understanding, interest and time to offer guidance and instruction to the student	_____	_____
7. Provides a safe and accessible environment appropriate and beneficial for a student-learner	_____	_____
8. Provides reports pertinent to the Cooperative Vocational Education Program: attendance; evaluation of work skills; personal growth and development of positive employee traits; etc.	_____	_____
9. Observes all state and federal laws relating to the employment of student-learners	_____	_____
10. Uses safe and up-to-date equipment	_____	_____
11. Observes federal and state safety laws, rules, regulations	_____	_____

12. Agrees to a work/school schedule appropriate for the student-learner _____ _____

13. Agrees to pay the student-learner wages commensurate with other entry-level workers _____ _____

14. Demonstrates non-discriminatory hiring policies and employment practices _____ _____

OVERALL EVALUATION:

ACCEPTED: _____

WHY: _____

REJECTED: _____

WHY: _____

(from Vocational Cooperative Education Manual, Michigan)

BUSINESS EDUCATION DEPARTMENT
STUDENT PLACEMENT SERVICE

Request for Worker

Business _____

Address _____

Date _____

Caller _____ Phone _____

Type of Job: Clerical Steno Accounting D.E.

When Needed _____

Permanent or Temporary

Full time _____ Parttime _____ Hours _____

Salary _____

Duties _____

_____

_____

_____

_____

_____

Referred: 1. _____

2. _____

3. _____

4. _____

5. _____

AUTHORIZATION TO RELEASE INFORMATION

CONCERNING A

CO-OP APPLICANT OR PARTICIPANT

I authorize release of the following information which has been made available to me for review, concerning myself and my status.

1. Name
2. Address
3. Vocational Program
4. Previous place(s) of work
5. The following records and forms in my Co-op file which I have signed or initialed:

    ....Application form

    ....Student Self-Evaluation Form

    ....Teacher Evaluation Form

    ....Medical Form

    ....Transportation Release Form

    ....School Attendance Record

    ....School Grade Record for School Subjects Taken

    ...._____

    ...._____

I understand that this information will be utilized solely for the purpose, and only if necessary, of enhancing my employability as a Co-op student and/or in seeking a Co-op Education Training Program for me with an area employer.

Witnessed:

_____
Co-op Education Coordinator

Date:_____

Signed:

_____
Co-op Student's Signature

Date:_____

_____
Parent's/Guardian's Signature

Date:_____

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COOPERATIVE VOCATIONAL EDUCATION OF VERMONT

CERTIFICATE OF COMPLETION

Be it known that

_____

E-3

has satisfactorily completed _____ *year(s) of training as* _____
(employment training objective)

including related classroom instruction and _____ *hours of part-time employment, supervised cooperatively by the school and the employer.*

Dated this _____ *day of* _____ 19____

at _____ *School*

_____ *Vermont*

_____
Principal

_____
Coordinator

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APPENDIX F: LAWS AND LEGAL CONSIDERATIONS

F - 1 - Handy Reference Guide to the Fair Labor Standards Act

F - 2 - Child Labor Requirements in Nonagricultural Occupations, Bulletin 101

F - 3 - Child Labor Requirements in Agriculture Under the Fair Labor Standards Act, Bulletin 102.

F - 4 - Regulations, Part 520: Employment of Student-Learners

F - 5 - Application for Authorization to Employ A Student-Learner at Subminimum Wages

F - 6 - Publication 906: Jobs and Research Credits (Targeted Jobs Tax Credit)

F - 7 - I.R.S. Form 6199: Certification of Youth Participating in a qualified Cooperative Education Program

Handy Reference Guide to the Fair Labor Standards Act

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1282
Revised June 1983

The Guide provides general information about the application of the Fair Labor Standards Act, as amended. It should not be considered in the same light as official statements of position contained in the regulations, interpretative bulletins, and other releases formally adopted by the Wage and Hour Division and published in the Federal Register. Copies of these publications and other information about the Act may be obtained free of charge from the Division's local offices.

The Fair Labor Standards Act establishes minimum wage, overtime pay, recordkeeping and child labor standards affecting more than 50 million full-time and part-time workers.

Basic Wage Standards

Covered non-exempt workers are entitled to a minimum wage of not less than $3.35 an hour beginning January 1, 1981 and should receive overtime pay at a rate of not less than one and one-half times their regular rates of pay after 40 hours of work in a workweek.

Wages required by the Act are due on the regular pay day for the pay period covered. Deductions made from wages for such items as cash shortages, merchandise shortages, etc., are not legal to the extent they reduce the wages of employees below the minimum rate required by the Act or reduce the amount of overtime compensation due under the Act.

Hospitals and residential care establishments may adopt, by agreement with the employees, a 14-day overtime period in lieu of the usual 7-day workweek, if the employees are paid at least time and a half their regular rates for hours worked over 8 in a day or 80 in a 14-day work period, whichever is the greater number of overtime hours.

The Act contains some exemptions from these basic standards. Some apply to specific types of business; others apply to specific kinds of work.

While the FLSA **does** set basic minimum wage and overtime pay standards and regulates the employment of minors, there are a number of employment practices which the Act does **not** regulate. For example, the FLSA does **not** require:

- vacation, holiday, severance or sick pay
- meal or rest periods, holidays off, or vacations
- premium pay for weekend or holiday work
- pay raises or fringe benefits
- a discharge notice, reason for discharge, or **immediate** payment of final wages to terminated employees

These and similar matters are for agreement between the employer and the employees or their authorized representatives.

Who Is Covered?

All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by the Act.

A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and is—

(1) engaged in laundering or cleaning of clothing or fabrics; or
(2) engaged in the business of construction or reconstruction; or
(3) engaged in the operation of a hospital; an institution primarily engaged in the care of the sick, the aged, the mentally ill or defective who reside on the premises; a school for mentally or physically handicapped or gifted children; a preschool, an elementary or secondary school; or an institution of higher education (regardless of whether or not such hospital, institution or school is public or private or operated for profit or not for profit); or
(4) comprised exclusively of one or more retail or service establishments (as defined in the Act) whose annual gross volume of sales or business done is not less than—

Beginning July 1, 1978
$275,000

Beginning July 1, 1980
$325,000

Beginning January 1, 1982
$362,500

(Any retail or service enterprise which had an annual gross volume of not less than $250,000 on June 30, 1978 and which later ceases to be a covered enterprise as a result of increases in this dollar volume test must continue to pay its employees at least the minimum wage in effect at the time of the enterprise's removal from coverage, as well as overtime in accordance with the Act.)

or

(5) any other type of enterprise having an annual gross volume of sales or business done of not less than $250,000

The dollar volume standard mentioned above in (4) and (5) excludes excise taxes at the retail level which are separately stated.

Federal employees are subject to the minimum wage, overtime, and child labor provisions of the Act. Employees of State and local governments are subject to the same provisions, unless they are engaged in traditional governmental activities. The Supreme Court has indicated that such traditional governmental activities include schools, hospitals, fire prevention, police protection, public health, parks and recreation.

Employees who are not employed in a covered enterprise may still be entitled to the Act's minimum wage, overtime pay, and child labor protections if they are individually engaged in interstate commerce. These include—

(a) communication and transportation workers;

(b) employees who handle, ship, or receive goods moving in interstate commerce;
(c) clerical or other workers who regularly use the mails, telephone, or telegraph for interstate communication or who keep records on interstate transactions;
(d) employees who regularly cross State lines in the course of their work; and
(e) employees of independent employers who perform clerical, custodial, maintenance, or other work for firms engaged in commerce or in the production of goods for commerce.

Domestic service workers such as maids, day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters are covered if they (1) receive at least $50 in cash wages in a calendar quarter from their employer or (2) work a total of more than 8 hours a week for one or more employers.

Tipped Employees

Tipped employees are those who customarily and regularly receive more than $30 a month in tips. The employer may consider tips as part of wages, but such a wage credit must not exceed 40 percent of the minimum wage.

The employer who elects to use the tip credit provision must inform the employee in advance and must be able to show that the employee receives at least the minimum wage when direct wages and the tip credit allowance are combined. Also, employees must retain all of their tips, except to the extent that they participate in a valid tip pooling or sharing arrangement.

Employer-Furnished Facilities

The reasonable cost or fair value of board, lodging, and other facilities customarily furnished by the employer for the employee's benefit may be considered part of wages, if acceptance of the facilities is voluntary on the part of the employee.

Subminimum Wage Provisions

Learners and apprentices may, under certain circumstances, be paid less than the minimum wage, as well as full-time students in retail or service establishments, agriculture, or institutions of higher education. Special certificates issued by the Wage and Hour Administrator must be obtained by employers wishing to use these provisions.

Industry wage orders may set minimum rates below the generally applicable minimum wage under the Act for employees in Puerto Rico, the Virgin Islands, and American Samoa.

Workers who are aged or mentally or physically disabled and whose earning abilities are reduced may also be employed at rates below the minimum wage, under special certificates issued by the Administrator.

Exemptions

Some employees are excluded from the minimum wage or overtime provisions, or both, by specific exemptions. Because each exemption is narrowly defined under the law, an employer should carefully check its exact terms and conditions before applying it. The following examples are illustrative only and do not spell out the conditions for each. Detailed information is available from local Wage-Hour offices.

Exemptions from Both Minimum Wage and Overtime

Executive, administrative, and professional employees (including teachers and academic administrative personnel in elementary or secondary schools) and outside sales persons (as defined in the Division's regulations);

Employees of certain individually owned and operated small retail or service establishments not part of a covered enterprise;

Employees of certain seasonal amusement or recreational establishments, employees of certain small newspapers, switchboard operators of small telephone companies, seamen employed on foreign vessels, and employees engaged in fishing operations;

Farm workers employed by anyone who used no more than 500 man-days of farm labor in any calendar quarter of the preceding calendar year;

Casual babysitters and persons employed as companions to the elderly or infirm.

Exemptions from Overtime Provisions Only

Certain highly-paid commission employees of retail or service establishments; auto, truck, trailer, farm implement, boat, or aircraft salesworkers, or partsmen and mechanics servicing autos, trucks or farm implements, and who are employed by nonmanufacturing establishments primarily engaged in selling these items to ultimate purchasers;

Employees of railroads and air carriers, taxi drivers, certain employees of motor carriers, seamen on American vessels, and local delivery employees paid on approved trip rate plans;

Announcers, news editors, and chief engineers of certain nonmetropolitan broadcasting stations;

Domestic service workers residing in the employers' residences;

Employees of motion picture theaters; and farmworkers.

Partial Exemptions from Overtime

Partial overtime pay exemptions are provided for certain operations on agricultural commodities and for employees in certain bulk petroleum distribution.

Child Labor Provisions

The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being. The provisions include lists of hazardous occupation orders for both farm and nonfarm jobs declared by the Secretary of Labor as being too dangerous for minors to perform. Further information on prohibited occupations is available from local Wage-Hour offices.

Regulations governing youth employment in nonfarm jobs differ somewhat from those pertaining to agricultural employment. In nonfarm work, the permissible kinds and hours of work, by age, are:

18 years or older: any job, whether hazardous or not, for unlimited hours;

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16 and 17 years old: any nonhazardous job, for unlimited hours.

14 and 15 years old: outside of school hours in various nonmanufacturing nonmining, nonhazardous jobs, under these conditions: no more than 3 hours on a school day, 18 hours in a school week, 8 hours on a nonschool day or 40 hours in a nonschool week. Also, work may not begin before 7 a.m., nor end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m.

Under a special provision, 14 and 15-year-olds enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours).

Fourteen is the minimum age for most nonfarm work. However, at any age, youths may deliver newspapers, perform in radio, television, movie or theatrical productions, work for parents in their solely owned nonfarm business (except in manufacturing or on hazardous jobs), gather evergreens and make evergreen wreaths.

Permissible kinds and hours of work for youths employed in agriculture are:

16 years and older: any job, whether hazardous or not, for unlimited hours;

14 and 15 years old: any nonhazardous farm job outside of school hours;

12 and 13 years old: outside of school hours in nonhazardous jobs, either with parents' written consent or on the same farm as the parents;

Under 12 years old: jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

Local minors 10 and 11 years of age may work for no more than 8 weeks between June 1 and October 15 for employers who receive approval from the Secretary of Labor. This work must be confined to hand-harvesting short season crops outside school hours under very limited and specified circumstances prescribed by the Secretary of Labor.

Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by their parents.

Recordkeeping

Employers are required to keep records on wages, hours and other items, as specified in the Division's recordkeeping regulations. Most of the information is of the kind generally maintained by employers in ordinary business practice and in compliance with other laws and regulations. The records do not have to be kept in any particular form and time clocks need not be used. With respect to an employee subject to both minimum wage and overtime pay provisions, the following records must be kept:

- —Personal information, including employee's name, home address, occupation, sex, and birth date (if under 19 years of age)
- —Hour and day when workweek begins
- —Total hours worked each workday and each workweek
- —Total daily or weekly straight-time earnings
- —Regular hourly pay rate for any week when overtime is worked
- —Total overtime pay for the workweek
- —Deductions from or additions to wages
- —Total wages paid each pay period
- —Date of payment and pay period covered

Records required for exempt employees differ from those for nonexempt workers and special information is required on employees working under uncommon pay arrangements or to whom lodging or other facilities are furnished. Employers who have homeworkers must make entries in handbooks supplied by the Division.

Terms Used in the FLSA

Workweek

A workweek is a period of 168 hours during seven consecutive 24-hour periods. It may begin on any day of the week and any hour of the day established by the employer. For purposes of minimum wage and overtime payment, each workweek stands alone; there can be no averaging of two or more workweeks (except for hospital or nursing home employees on an "8 and 80" schedule or seamen on American vessels). Employee coverage, compliance with wage payment requirements and the application of most exemptions are determined on a workweek basis.

Hours Worked

Covered employees must be paid for all hours worked in a workweek. In general, "hours worked" includes all time an employee must be on duty, or on the employer's premises or at any other prescribed place of work. Also included is any additional time the employee is suffered or permitted to work.

Computing Overtime Pay

Overtime must be paid at a rate of at least 1-1/2 times the employee's regular pay rate for each hour worked in a workweek in excess of the maximum allowable in a given type of employment. Generally, the regular rate includes all payments made by the employer to or on behalf of the employee (excluding certain statutory exceptions). The following examples are based on a maximum 40-hour workweek:

1. Hourly rate (regular pay rate for an employee paid by the hour). If more than 40 hours are worked, at least 1-1/2 times the regular rate for each hour over 40 is due.

Example: An employee paid $3.80 an hour works 44 hours in a workweek. The employee is entitled to at least 1-1/2 times $3.80, or $5.70, for each hour over 40. Pay for the week would be $152 for the first 40 hours, plus $22.80 for the four hours of overtime — a total of $174.80.

2. Piece rate. The regular rate of pay for an employee paid on a piecework basis is obtained by dividing the total weekly earnings by the total number of hours worked in the same week. The employee is entitled to an additional 1/2 times this regular rate for each hour over 40, besides the full piecework earnings.

Example: An employee paid on a piecework basis works 45 hours in a week and earns $162. The regular pay rate for that week is $162 divided by 45, or $3.60 an hour. In addition to the straight time pay, the employee is entitled to $1.80 (half the regular rate) for each hour over 40.

Another way to compensate pieceworkers for overtime, if agreed to

before the work is performed, is to pay 1-1/2 times the piece rate for each piece produced during overtime hours. The piece rate must be the one actually paid during non-overtime hours and must be enough to yield at least the minimum wage per hour.

3. Salaries — the regular rate for an employee paid a salary for a regular or specified number of hours a week is obtained by dividing the salary by the number of hours for which the salary is intended to compensate.

If, under the employment agreement, a salary sufficient to meet the minimum wage requirement in every workweek is paid as straight time for whatever number of hours are worked in a workweek, the regular rate is obtained by dividing the salary by the number of hours worked each week. To illustrate, suppose an employee's hours of work vary each week and the agreement with the employer is that the employee will be paid $200 a week for whatever number of hours of work are required. Under this pay agreement, the regular rate will vary in overtime weeks. If the employee works 50 hours, the regular rate is $4 ($200 divided by 50 hours). In addition to the salary, 1/2 the regular rate, or $2 is due for each of the 10 overtime hours, for a total of $220 for the week. If the employee works 54 hours, the regular rate will be $3.70 ($200 divided by 54). In that case, an additional $1.85 is due for each of the 14 overtime hours, for a total of $225.90 for the week.

In no case may the regular rate be less than the minimum wage required by the Act.

If a salary is paid on other than a weekly basis, the weekly pay must be determined in order to compute the regular rate and overtime. If the salary is for a half month, it must be multiplied by 24 and the product divided by 52 weeks to get the weekly equivalent. A monthly salary should be multiplied by 12 and the product divided by 52.

Enforcement

The Wage and Hour Division administers and enforces the law with respect to private employment, State and local government employment, and Federal employees of the Library of Congress, U.S. Postal Service, Postal Rate Commission, and the Tennessee Valley Authority. The Office of Personnel Management is responsible for enforcement with regard to all other Federal employees.

The Wage-Hour Division's enforcement of the FLSA is carried out by compliance officers stationed across the U.S. As the Division's authorized representatives, they have the authority to conduct investigations and gather data on wages, hours, and other employment conditions or practices, in order to determine compliance with the Act. Where violations are found, they also may recommend changes in employment practices, in order to bring an employer into compliance with the law.

It is a violation of the FLSA to fire or in any other manner discriminate against an employee for filing a complaint or participating in a legal proceeding under the law.

Willful violations may be prosecuted criminally and the violator fined up to $10,000. A second conviction may result in imprisonment.

Violators of the child labor provisions are subject to a civil money penalty of up to $1,000 for each violation.

Recovery of Back Wages

The FLSA provides for the following methods of recovering unpaid minimum and/or overtime wages:

1. The Division may supervise payment of back wages.

2. The Secretary of Labor may bring suit for back wages and an equal amount as liquidated damages.

3. An employee may file a private suit for back pay and an equal amount as liquidated damages, plus attorney's fees and court costs.

4. The Secretary may obtain an injunction to restrain any person from violating the law, including the unlawful withholding of proper minimum wage and overtime compensation.

An employee may not bring suit if he or she has been paid back wages under the supervision of the Division or if the Secretary has already filed suit to recover the wages.

A two-year statute of limitations applies to the recovery of back pay, except in the case of willful violation, in which case a three-year statute applies.

The Wage and Hour Division

In addition to the FLSA, the Wage and Hour Division enforces and administers a number of other labor laws. Among these are:

- the Davis-Bacon Act (requires payment of prevailing wage rates and fringe benefits on Federally financed or assisted construction)
- the Walsh-Healey Public Contracts Act (requires payment of minimum wage rates and daily or weekly overtime pay on contracts to provide goods to the Federal government)
- the Service Contract Act (requires payment of prevailing wage rates and fringe benefits on contracts to provide services to the Federal government)
- the Contract Work Hours and Safety Standards Act (sets daily or weekly overtime standards for Federal contracts)
- the Migrant and Seasonal Agricultural Worker Protection Act (protects farm workers by imposing certain requirements on agricultural employers and associations; and by requiring the registration of crewleaders who must also provide the same worker protections)
- the Wage Garnishment Law (limits amount of an individual's income that may be legally garnished and prohibits the firing of an employee whose pay is garnished for payment of a single debt).

More detailed information on the FLSA and other laws administered by the Division is available from local Wage-Hour offices, which are listed in the white pages of most telephone directories under U.S. Government, Department of Labor, Employment Standards Administration, Wage and Hour Division.

Equal Pay Provisions

The equal pay provisions of the FLSA prohibit wage differentials based on sex, between men and women employed in the same establishment, on jobs that require equal skill, effort and responsibility and which are performed under similar working conditions. These provisions, as well as other statutes prohibiting discrimination in employment, are enforced by the Equal Employment Opportunity Commission. More detailed information is available from their offices which are listed in most telephone directories under U.S. Government.

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Child Labor Requirements in Nonagricultural Occupations

Under the Fair Labor Standards Act

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1330
Rev. January 1984

Child Labor Bulletin No. 101

(Child Labor Bulletin No. 102 deals with employment of minors in agriculture.)

This booklet is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour law) which apply to minors employed in *nonagricultural* occupations. In addition to child labor provisions, the Act also contains provisions on minimum wage, overtime, equal pay, and recordkeeping.

Other Child Labor Laws

Other Federal and State laws may have higher standards. When these apply, the more stringent standard must be observed. All states have child labor laws and all but one have compulsory school attendance laws.

Note to Employers

Unless otherwise exempt, a covered minor employee must be paid according to the statutory minimum wage and overtime provisions of the Act.

Contents

COVERAGE OF THE CHILD LABOR PROVISIONS 1

MINIMUM AGE STANDARDS FOR NONAGRICULTURAL EMPLOYMENT 1

EXEMPTIONS FROM THE CHILD LABOR PROVISIONS OF THE ACT 1

EMPLOYMENT STANDARDS FOR 14 AND 15-YEAR-OLDS 1

HAZARDOUS OCCUPATIONS ORDERS IN NONAGRICULTURAL OCCUPATIONS 3

PENALTIES FOR VIOLATION 12

AGE CERTIFICATES 12

Coverage of the Child Labor Provisions

Employment in Commerce

Employees engaged in interstate commerce are covered. This includes, among others, workers in the telephone, telegraph, radio, television, importing, exporting, and transportation industries; employees in distributing industries, such as wholesaling, who handle goods moving in interstate commerce, as well as workers who order, receive, or keep records of such goods; and clerical and other workers who regularly use the mails, telephone, and telegraph for interstate or foreign communication.

In the Production of Goods for Commerce

Employees who work in places that produce goods for interstate commerce, such as manufacturing establishments, oil fields, mines; or in occupations that are closely related or directly essential to the production of such goods are covered.

In an Enterprise Engaged in Commerce

Employees employed in enterprises having employees handling, selling or working on goods or materials that have been moved in or produced for interstate commerce are covered. Included in this category are employees of construction firms, laundries and dry cleaners, hospitals and residential care establishments, pre-schools, schools and colleges, retail and service enterprises doing at least $325,000 in business annually ($362,500 beginning January 1, 1982) and all other enterprises having an annual dollar volume of business of not less than $250,000. Federal, state and local government agencies are also covered for child labor purposes.

The child labor provisions apply to employment in an establishment of a covered enterprise even though employment in such an establishment is exempt from the monetary provisions of the Act.

The child labor provisions do not apply to domestic service employees employed in or about the household of the employer.

In or About an Establishment Producing Goods for Commerce

Producers, manufacturers, or dealers are prohibited from shipping or delivering for shipment in interstate commerce any goods produced in an establishment in or about which oppressive child labor has been employed within 30 days prior to the removal of the goods. It is not necessary for the employees to be working on the goods that are removed for shipment in order to be covered.

Minimum Age Standards for Nonagricultural Employment

Oppressive Child Labor is Defined as Employment of Children Under the Legal Minimum Ages

14 Minimum age for employment in specified occupations outside school hours for limited periods of time each day and each week.

16 BASIC MINIMUM AGE FOR EMPLOYMENT. At 16 years of age youths may be employed in any occupation, other than a nonagricultural occupation declared hazardous by the Secretary of Labor.

18 Minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

- No minimum age for employment which is exempt from the child labor provisions of the Act.
- No minimum age for employment with respect to any employee whose services during the workweek are performed in a workplace within a foreign country or within territory as limited by section 13(f) of the Act.

Exemptions From the Child Labor Provisions of the Act

The Child Labor Provisions Do Not Apply To:

- Children under 16 years of age employed by their parents in occupations other than manufacturing or mining, or occupations declared hazardous by the Secretary of Labor.
- Children employed as actors or performers in motion pictures, theatrical, radio, or television productions.
- Children engaged in the delivery of newspapers to the consumer.
- Homeworkers engaged in the making of wreaths composed principally of natural holly, pine, cedar, or other evergreens (including the harvesting of the evergreens).

Employment Standards for 14 and 15-Year-Olds

(These standards are published in Subpart C of Part 570 of Title 29 of the Code of Federal Regulations, Child Labor Regulation No. 3.)

Employment of 14 and 15-year-old minors is limited to certain occupations under conditions which do not interfere with their schooling, health, or well-being.

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Hours-Time Standards

14 AND 15-YEAR-OLD MINORS MAY NOT BE EMPLOYED:

1. DURING SCHOOL HOURS, *except* as provided for in Work Experience and Career Exploration Programs.
2. BEFORE 7 a.m. or AFTER 7 p.m. *except* 9 p.m. from June 1 through Labor Day (time depends on local standards).
3. MORE THAN 3 HOURS A DAY —on school days.
4. MORE THAN 18 HOURS A WEEK—in school weeks.
5. MORE THAN 8 HOURS A DAY—on nonschool days.
6. MORE THAN 40 HOURS A WEEK—in nonschool weeks.

Permitted Occupations for 14 and 15-Year-Old Minors in Retail, Food Service and Gasoline Service Establishments

14 AND 15-YEAR-OLD MINORS MAY BE EMPLOYED IN:

1. OFFICE and CLERICAL WORK (including operation of office machines).
2. CASHIERING, SELLING, MODELING, ART WORK, WORK IN ADVERTISING DEPARTMENTS, WINDOW TRIMMING and COMPARATIVE SHOPPING.
3. PRICE MARKING and TAGGING by hand or by machine, ASSEMBLING ORDERS, PACKING and SHELVING.
4. BAGGING and CARRYING OUT CUSTOMERS' ORDERS.
5. ERRAND and DELIVERY WORK by foot, bicycle, and public transportation.
6. CLEANUP WORK, including the use of vacuum cleaners and floor waxers, and MAINTENANCE of GROUNDS, but not including the use of power-driven mowers or cutters.
7. KITCHEN WORK and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders.
8. WORK IN CONNECTION WITH CARS and TRUCKS if confined to the following:
   - Dispensing gasoline and oil.
   - Courtesy service on premises of gasoline service station.
   - Car cleaning, washing and polishing.
   - Other occupations permitted by this section.

   BUT NOT INCLUDING WORK:

   Involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
9. CLEANING VEGETABLES and FRUITS, and WRAPPING, SEALING, LABELING, WEIGHING, PRICING and STOCKING GOODS when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

In Any Other Place of Employment

14 AND 15-YEAR-OLD MINORS MAY BE EMPLOYED IN any occupation *EXCEPT* the excluded occupations listed below.

14 AND 15-YEAR-OLD MINORS MAY NOT BE EMPLOYED IN:

1. Any MANUFACTURING occupation.
2. Any MINING occupation.
3. PROCESSING occupations such as filleting of fish, dressing poultry, cracking nuts, or laundering as performed by commercial laundries and dry cleaning (*except* in a retail, food service, or gasoline service establishment in those specific occupations expressly permitted there in accordance with the foregoing list).
4. Occupations requiring the performance of any duties in WORKROOMS or WORKPLACES WHERE GOODS ARE MANUFACTURED, MINED, OR OTHERWISE PROCESSED (*except* to the extent expressly permitted in retail, food service, or gasoline service establishments in accordance with the foregoing list).
5. PUBLIC MESSENGER SERVICE.
6. OPERATION OR TENDING OF HOISTING APPARATUS or of ANY POWER-DRIVEN MACHINERY (other than office machines and machines in retail, food service, and gasoline service establishments which are specified in the foregoing list as machines which such minors may operate in such establishments).
7. ANY OCCUPATIONS FOUND AND DECLARED TO BE HAZARDOUS.
8. OCCUPATIONS IN CONNECTION WITH:
   a. TRANSPORTATION of persons or property by rail, highway, air, on water, pipeline or other means.
   b. WAREHOUSING and STORAGE.
   c. COMMUNICATIONS and PUBLIC UTILITIES.
   d. CONSTRUCTION (including repair).

   Except Office or Sales Work in connection with a., b., c., and d. when not performed on transportation media or at the actual construction site.
9. ANY OF THE FOLLOWING OCCUPATIONS IN A RETAIL, FOOD SERVICE, OR GASOLINE SERVICE ESTABLISHMENT:
   a. WORK performed IN or ABOUT BOILER or ENGINE ROOMS.
   b. Work in connection with MAINTENANCE or REPAIR OF THE ESTABLISHMENT, MACHINES or EQUIPMENT.
   c. OUTSIDE WINDOW WASHING that involves working from window sills, and all work requiring the use of LADDERS, SCAFFOLDS or their substitutes.
   d. COOKING (*except* at soda fountains, lunch counters, snack bars, or cafeteria serv-

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ing counters) and BAKING.

e. Occupations which involve OPERATING, SETTING UP, ADJUSTING, CLEANING, OILING, or REPAIRING power-driven FOOD SLICERS and GRINDERS, FOOD CHOPPERS and CUTTERS, and BAKERY-TYPE MIXERS.
f. Work in FREEZERS and MEAT COOLERS and all work in PREPARATION OF MEATS for sale (*except* wrapping, sealing, labeling, weighing, pricing and stocking when performed in other areas).
g. LOADING and UNLOADING GOODS to and from trucks, railroad cars or conveyors.
h. All occupations in WAREHOUSES *except* office and clerical work.

Exceptions

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAMS (WECEP)

Some of the provisions of Child Labor Regulation No. 3 are varied for 14 and 15-year-olds in approved school-supervised and school-administered Work Experience and Career Exploration Programs (WECEP). Enrollees in WECEP may be employed:

- During school hours.
- For as many as 3 hours on a school day.
- For as many as 23 hours in a school week.
- In occupations otherwise prohibited for which a variation has been granted by the Administrator of the Wage and Hour Division.

The State Educational Agency must obtain approval from the Administrator of the Wage and Hour Division before operating a WECEP program.

Hazardous Occupations Orders in Nonagricultural Occupations

(These Orders are published in Subpart E of Part 570 of Title 29 of the Code of Federal Regulations.)

Hazardous Occupations Orders

The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16 and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The 17 hazardous occupations orders now in effect apply either on an industry basis, specifying the occupations in the industry that are not covered, or on an occupational basis irrespective of the industry in which found.

The Orders in Effect Deal With:

1. Manufacturing and storing explosives. (p. 3)
2. Motor-vehicle driving and outside helper. (p. 4)
3. Coal mining. (p. 4)
4. Logging and sawmilling. (p. 5)
5. Power-driven woodworking machines. (p. 5)
6. Exposure to radioactive substances. (p. 6)
7. Power-driven hoisting apparatus. (p. 6)
8. Power-driven metal-forming, punching, and shearing machines. (p. 7)
9. Mining, other than coal mining. (p. 8)
10. Slaughtering, or meat-packing, processing or rendering. (p. 9)
11. Power-driven bakery machines. (p. 9)
12. Power-driven paper-products machines. (p. 10)
13. Manufacturing brick, tile, and kindred products. (p. 10)
14. Power-driven circular saws, band saws, and guillotine shears. (p. 11)
15. Wrecking, demolition, and shipbreaking operations. (p. 11)
16. Roofing operations (p. 11)
17. Excavation operations. (p. 11)

Manufacturing or Storage Occupations Involving Explosives (Order No. 1)

The following occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components are prohibited:

1. All occupations in or about any plant or establishment (other than retail establishments or plants or establishments of the type described in subparagraph 2. of this paragraph) manufacturing or storing explosives or articles containing explosive components *except* where the occupation is performed in a "non-explosives area" as defined in subparagraph 3. of this section.
2. The following occupations in or about any plant or establishment manufacturing or storing small arms ammunition not exceeding .60 caliber in size, shotgun shells, or blasting caps when manufactured or stored in conjunction with the manufacture of small-arms ammunition:
   a. All occupations involved in the manufacturing, mixing, transporting, or handling of explosive compounds in the manufacture of small-arms ammunition and all other occupations requiring the performance of any duties in the explosives area in which explosive compounds are manufactured or mixed.
   b. All occupations involved in the manufacturing, transporting, or handling of primers and all other occupations requiring the performance of any duties

in the same building in which primers are manufactured.

c. All occupations involved in the priming of cartridges and all other occupations requiring the performance of any duties in the same workroom in which rim-fire cartridges are primed.

d. All occupations involved in the plate loading of cartridges and in the operation of automatic loading machines.

e. All occupations involved in the loading, inspecting, packing, shipping and storage of blasting caps.

Definitions

1. The term "plant or establishment manufacturing or storing explosives or articles containing explosive components" means the land with all the buildings and other structures thereon used in connection with the manufacturing or processing or storing of explosives or articles containing explosive components.
2. The terms "explosives" and "articles containing explosive components" mean and include ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder, and all goods classified and defined as explosives by the Interstate Commerce Commission in regulations for the transportation of explosives and other dangerous substances by common carriers (49 CFR Parts 71-78) issued pursuant to the Act of June 25, 1948 (62 Stat. 739; 18 U.S.C. 835).
3. An area meeting all of the following criteria shall be deemed a "nonexplosives area":
   a. None of the work performed in the area involves the handling or use of explosives;
   b. The area is separated from the explosives area by a distance not less than that prescribed in the American Table of Distances for the protection of inhabited buildings;
   c. The area is separated from the explosives area by a fence or is otherwise located so that it constitutes a definite designated area; and
   d. Satisfactory controls have been established to prevent employees under 18 years of age within the area from entering any area in or about the plant which does not meet criteria a. through c.

Motor Vehicle Occupations (Order No. 2)

The occupations of motor-vehicle driver and outside helper on any public road, highway, in or about any mine (including open pit mine or quarry), place where logging or sawmill operations are in progress, or in any excavation of the type identified in 29 CFR 570.68(a) are prohibited for minors between 16 and 18 years of age *except* as provided in the following exemptions:

Exemptions

1. Incidental and occasional driving. The finding and declaration in this Order shall not apply to the operation of automobiles or trucks not exceeding 6,000 pounds gross vehicle weight if such driving is restricted to daylight hours; provided, such operation is only occasional and incidental to the child's employment; that the child holds a State license valid for the type of driving involved in the job performed and has completed a State approved driver education course; and provided further, that the vehicle is equipped with a seat belt or similar device for the driver and for each helper, and the employer has instructed each child that such belts or other devices must be used. This exemption shall not be applicable to any occupation of motor-vehicle driver which involves the towing of vehicles.
2. School bus driving. The finding and declaration in this Order shall not apply to driving a school bus during the period of any exemption which has been granted in the discretion of the Secretary of Labor on the basis of an application filed and approved by the Governor of the State in which the vehicle is registered. The Secretary will notify any State which inquires of the information to be furnished in the application. Neither shall the finding and declaration in this Order apply in a particular State during a period not to exceed 40 days while application for such exemption is being formulated by such State seeking merely to continue in effect unchanged its current program using such drivers, nor while such application is pending action by the Secretary.

Definitions

1. The term "motor vehicle" shall mean any automobile, truck, truck-tractor, trailer, semitrailer, motorcycle, or similar vehicle propelled or drawn by mechanical power and designed for use as a means of transportation but shall not include any vehicle operated exclusively on rails.
2. The term "driver" shall mean any individual who, in the course of employment, drives a motor vehicle at any time.
3. The term "outside helper" shall mean any individual, other than a driver, whose work includes riding on a motor vehicle outside the cab for the purpose of assisting in transporting or delivering goods.
4. The term "gross vehicle weight" includes the truck chassis with lubricants, water and full tank or tanks of fuel, plus the weight of the cab or driver's compartment, body, and special chassis and body equipment, and payload.

Coal Mine Occupations (Order No. 3)

All occupations in or about any coal mine are prohibited *except* the occupations of slate or other refuse picking at a picking table or picking chute in a tipple or breaker and occupations requiring the performance of duties solely in offices or in repair or maintenance shops located in the surface part of any coal-mining plant.

Definitions

1. The term "coal" shall mean any rank of coal, including lignite, bituminous, and anthracite coals.
2. The term "all occupations in or about any coal mine" shall mean all types of work performed in any underground working, open pit, or surface part of any coal-mining plant that contributes to the extraction, grading, cleaning, or other handling of coal.

Logging and Sawmilling Occupations (Order No. 4)

All occupations in logging and all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill are prohibited *except* the following:

1. Exceptions applying to logging:
   a. Work in offices or in repair of maintenance shops.
   b. Work in the construction, operation, repair, or maintenance of living and administrative quarters of logging camps.
   c. Work in timber cruising, surveying, or logging-engineering parties; work in the repair or maintenance of roads, railroads, or flumes; work in forest protection, such as clearing fire trails or roads, piling and burning slash, maintaining fire-fighting equipment, constructing and maintaining telephone lines, or acting as fire lookout or fire patrolman away from the actual logging operations: *Provided*, that the provisions of this paragraph shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operation of power-driven machinery, the handling or use of explosives, and work on trestles.
   d. Peeling of fence posts, pulpwood, chemical wood, excelsior wood, cordwood, or similar products, when not done in conjunction with and at the same time and place as other logging occupations declared hazardous by this section.
   e. Work in the feeding or care of animals.
2. Exceptions applying to the operation of any permanent sawmill or the operation of any lath mill, shingle mill, or cooperage-stock mill: *Provided*, that these exceptions do not apply to a portable sawmill the lumber yard of which is used only for the temporary storage of green lumber and in connection with which no office or repair or maintenance shop is ordinarily maintained: and *Further provided*, that these exceptions do not apply to work which entails entering the sawmill building:
   a. Work in offices or in repair or maintenance shops.
   b. Straightening, marking, or tallying lumber on the dry chain or the dry drop sorter.
   c. Pulling lumber from the dry chain.
   d. Cleanup in the lumberyard.
   e. Piling, handling, or shipping of cooperage stock in yards or storage sheds, other than operating or assisting in the operation of power-driven equipment.
   f. Clerical work in yards or shipping sheds, such as done by ordermen, tallymen, and shipping clerks.
   g. Cleanup work outside shake and shingle mills, *except* when the mill is in operation.
   h. Splitting shakes manually from pre-cut and split blocks with a froe and mallet, *except* inside the mill building or cover.
   i. Packing shakes into bundles when done in conjunction with splitting shakes manually with a froe and mallet, *except* inside the mill building or cover.
   j. Manual loading of bundles of shingles or shakes into trucks or railroad cars, *provided* that the employer has on file a statement from a licensed doctor of medicine or osteopathy certifying the minor capable of performing this work without injury to himself.

Definitions

1. The term "all occupations in logging" shall mean all work performed in connection with the felling of timber; the bucking or converting of timber into logs, poles, piles, ties, bolts, pulpwood, chemical wood, excelsior wood, cordwood, fence posts, or similar products; the collecting, skidding, yarding, loading, transporting, and unloading of such products in connection with logging; the constructing, repairing, and maintaining of roads, railroads, flumes, or camps used in connection with logging; the moving, installing, rigging, and maintenance of machinery or equipment used in logging; and other work performed in connection with logging. The term shall not apply to work performed in timber culture, timber-stand improvement, or in emergency fire-fighting.
2. The term "all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill" shall mean all work performed in or about any such mill in connection with storing of logs and bolts; converting logs or bolts into sawn lumber, laths, shingles, or cooperage stock, or other products of such mills; and other work performed in connection with the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. The term shall not include work performed in the planing-mill department or other remanufacturing departments of any sawmill, or in any planing-mill or remanufacturing plant not a part of a sawmill.

Power-Driven Woodworking Machine Occupations (Order No. 5)

The following occupations involved in the operation of power-driven woodworking machines are prohibited:

1. The occupation of operating power-driven woodworking machines including supervising or

controlling the operation of such machines, feeding material into such machines, and helping the operator to feed material into such machines, but not including the placing of material on a moving chain or in a hopper or slide for automatic feeding.

2. The occupations of setting up, adjusting, repairing, oiling, or cleaning power-driven woodworking machines.
3. The operations of off-bearing from circular saws and from guillotine-action veneer clippers.

Definitions

1. The term "power-driven woodworking machines" shall mean all fixed or portable machines or tools driven by power and used or designed for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening, or otherwise assembling, pressing, or printing wood or veneer.
2. The term "off-bearing" shall mean the removal of material or refuse directly from a saw table or from the point of operation. Operations not considered as off-bearing within the intent of this section include: (a) The removal of material or refuse from a circular saw or guillotine-action veneer clipper where the material or refuse has been conveyed away from the saw table or point of operation by a gravity chute or by some mechanical means such as a moving belt or expulsion roller, and (b) the following operations when they do not involve the removal of material or refuse directly from a saw table or from a point of operation: the carrying, moving or transporting of materials from one machine to another or from one part of a plant to another; the piling, stacking, or arranging of materials for feeding into a machine by another person; and the sorting, tying, bundling, or loading of materials.

Exemptions

The exemptions for apprentices and student-learners apply to this Order, see page 12.

Occupations Involving Exposure to Radioactive Substances and to Ionizing Radiations (Order No. 6)

The following occupations are prohibited:

1. Any work in any workroom in which (a) radium is stored or used in the manufacture of self-luminous compound; (b) self-luminous compound is made, processed, or packaged; (c) self-luminous compound is stored, used, or worked upon; (d) incandescent mantles are made from fabric and solutions containing thorium salts, or are processed or packaged; (e) other radioactive substances are present in the air in average concentrations exceeding 10 percent of the maximum permissible concentrations in the air recommended for occupational exposure by the National Committee on Radiation Protection, as set forth in the 40-hour week column of Table One of the National Bureau of Standards Handbook No. 69 entitled "Maximum Permissible Body Burdens and Maximum Permissible Concentrations of Radionuclides in Air and In Water for Occupational Exposure," issued June 5, 1959.
2. Any other work which involves exposure to ionizing radiations in excess of 0.5 rem per year.

Definitions

As used in this section:

1. The term "self-luminous compound" shall mean any mixture of phosphorescent material and radium, mesothorium, or other radioactive element.
2. The term "workroom" shall include the entire area bounded by walls of solid material and extending from floor to ceiling.
3. The term "ionizing radiations" shall mean alpha and beta particles, electrons, protons, neutrons, gamma, and x-ray and all other radiations which produce ionizations directly or indirectly, but does not include electromagnetic radiations other than gamma and x-ray.

Power-Driven Hoisting Apparatus Occupations (Order No. 7)

The following occupations involved in the operation of power-driven hoisting apparatus are prohibited:

1. Work of operating an elevator, crane, derrick, hoist, or high-lift truck, *except* operating an unattended automatic operation passenger elevator or an electric or air-operated hoist not exceeding 1 ton capacity.
2. Work which involves riding on a manlift or on a freight elevator, *except* a freight elevator operated by an assigned operator.
3. Work of assisting in the operation of a crane, derrick, or hoist performed by crane hookers, crane chasers, hookers-on, riggers, rigger helpers, and like occupations.

Definitions

1. The term "elevator" shall mean any power-driven hoisting or lowering mechanism equipped with a car or platform which moves in guides in a substantially vertical direction. The term shall include both passenger and freight elevators (including portable elevators or tiering machines) but shall not include dumbwaiters.
2. The term "crane" shall mean a power-driven machine for lifting and lowering a load and moving it horizontally, in which the hoisting mechanism is an integral part of the machine. The term shall include all types of cranes, such as cantilever gantry, crawler, gantry, hammerhead, ingot-pouring, jib, locomotive, motor truck, overhead traveling, pillar jib, pintle, portal, semigantry, semiportal, storage bridge, tower, walking jib, and wall cranes.
3. The term "derrick" shall mean a power-driven apparatus consisting of a mast or equivalent members held at the top by guys or

braces, with or without a boom, for use with a hoisting mechanism and operating ropes. The term shall include all types of derricks, such as A-frame, breast, Chicago boom, gin-pole, guy, and stiff-leg derricks.

4. The term "hoist" shall mean a power-driven apparatus for raising or lowering a load by the application of a pulling force that does not include a car or platform running in guides. The term shall include all types of hoists, such as base-mounted electric, clevis suspension, hook suspension, monorail, overhead electric, simple drum, and trolley suspension hoists.

5. The term "high-lift truck" shall mean a power-driven industrial type of truck used for lateral transportation that is equipped with a power-operated lifting device usually in the form of a fork or platform capable of tiering loaded pallets or skids one above the other. Instead of a fork or platform, the lifting device may consist of a ram, scoop, shovel, crane, revolving fork, or other attachments for handling specific loads. The term shall mean and include high-lift trucks known under such names as forklifts, fork trucks, forklift trucks, tiering trucks, or stacking trucks, but shall not mean low-lift trucks or low-lift platform trucks that are designed for the transportation of, but not the tiering of, material.

6. The term "manlift" shall mean a device intended for the conveyance of persons which consists of platforms or brackets mounted on, or attached to, an endless belt, cable, chain or similar method of suspension; such belt, cable, or chain operating in a substantially vertical direction and being supported by and driven through pulleys, sheaves or sprockets at the top and bottom.

Exception

This section shall not prohibit the operation of an automatic elevator and an automatic signal operation elevator provided that the exposed portion of the car interior (exclusive of vents and other necessary small openings), the car door, and the hoistway doors are constructed of solid surfaces without any opening through which a part of the body may extend; all hoistway openings at floor level have doors which are interlocked with the car door so as to prevent the car from starting until all such doors are closed and locked; the elevator (other than hydraulic elevators) is equipped with a device which will stop and hold the car in case of overspeed or if the cable slackens or breaks; and the elevator is equipped with upper and lower travel limit devices which will normally bring the car to rest at either terminal and a final limit switch which will prevent the movement in either direction and will open in case of excessive over travel by the car.

Definitions as used in this exception:

1. For the purpose of this exception the term "automatic elevator" shall mean a passenger elevator, a freight elevator, or a combination passenger-freight elevator, the operation of which is controlled by pushbuttons in such a manner that the starting, going to the landing selected, leveling and holding, and the opening and closing of the car and hoistway doors are entirely automatic.
2. For the purpose of this exception, the term "automatic signal operation elevator" shall mean an elevator which is started in response to the operation of a switch (such as a lever or pushbutton) in the car which when operated by the operator actuates a starting device that automatically closes the car and hoistway doors—from this point on, the movement of the car to the landing selected, leveling and holding when it gets there, and the opening of the car and hoistway doors are entirely automatic.

Power-Driven Metal Forming, Punching, and Shearing Machine Occupations (Order No. 8)

The following occupations are prohibited:

1. The occupations of operator of or helper on the following power-driven metal forming, punching, and shearing machines:
   a. All rolling machines, such as bending, straightening, corrugating, flanging, or beading rolls; and hot or cold rolling mills.
   b. All pressing or punching machines, such as punch presses, *except* those provided with full automatic feed and ejection and with a fixed barrier guard to prevent the hands or fingers of the operator from entering the area between the dies; power presses; and plate punches.
   c. All bending machines, such as apron brakes and press brakes.
   d. All hammering machines, such as drop hammers and power hammers.
   e. All shearing machines, such as guillotine or squaring shears; alligator shears; and rotary shears.
2. The occupations of setting up, adjusting, repairing, oiling, or cleaning these machines including those with automatic feed and ejection.

Definitions

1. The term "operator" shall mean a person who operates a machine covered by this Order by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in operation of the machine.
2. The term "helper" shall mean a person who assists in the operation of a machine covered by this Order by helping place materials into or remove them from the machine.

111

3. The term "forming, punching, and shearing machines" shall mean power-driven metal-working machines, other than machine tools, which change the shape of or cut metal by means of tools, such as dies, rolls, or knives which are mounted on rams, plungers, or other moving parts. Types of forming, punching, and shearing machines enumerated in this section are the machines to which the designation is by custom applied.

NOTE: This Order does not apply to a very large group of metal-working machines known as machine tools. Machine tools are defined as "power-driven complete metal-working machines having one or more tool- or work-holding devices, and used for progressively removing metal in the form of chips." Since the Order does not apply to machine tools, the 18-year age minimum does not apply. Such machine tools are classified below so that they can be readily identified.

MILLING FUNCTION MACHINES
Horizontal Milling Machines
Vertical Milling Machines
Universal Milling Machines
Planer-type Milling Machines
Gear Hobbing Machines
Profilers
Routers

TURNING FUNCTION MACHINES
Engine Lathes
Turret Lathes
Hollow Spindle Lathes
Automatic Lathes
Automatic Screw Machines

PLANING FUNCTION MACHINES
Planers
Shapers
Slotters
Broaches
Keycasters
Hack Saws

GRINDING FUNCTION MACHINES
Grinders
Abrasive Wheels
Abrasive Belts
Abrasive Disks
Abrasive Points
Polishing Wheels
Buffing Wheels
Stroppers
Lapping Machines

BORING FUNCTION MACHINES
Vertical Boring Mills
Horizontal Boring Mills
Jig Borers
Pedestal Drills
Radial Drills
Gang Drills
Upright Drills
Drill Press, etc.
Centering Machines
Reamers
Honers

Exemptions

The exemptions for apprentices and student-learners apply to this Order, **see page 12.**

Occupations in Connection With Mining, Other Than Coal (Order No. 9)

All occupations in connection with mining, other than coal, are prohibited *except* the following:

1. Work in offices, in the warehouse or supply house, in the change house, in the laboratory, and in repair or maintenance shops not located underground.
2. Work in the operation and maintenance of living quarters.
3. Work outside the mine in surveying, in the repair and maintenance of roads, and in general cleanup about the mine property such as clearing brush and digging drainage ditches.
4. Work of track crews in the building and maintaining of sections of railroad track located in those areas of open-cut metal mines where mining and haulage activities are not being conducted at the time and place that such building and maintenance work is being done.
5. Work in or about surface placer mining operations other than placer dredging operations and hydraulic placer mining operations.
6. The following work in metal mills other than in mercury-recovery mills or mills using the cyanide process:
   a. Work involving the operation of jigs, sludge tables, flotation cells, or drier-filters.
   b. Work of hand sorting at picking table or picking belt.
   c. General cleanup work.

Provided, however, that nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by any other hazardous occupations order issued by the Secretary of Labor.

Definitions

As used in this section: The term "all occupations in connection with mining, other than coal" shall mean all work performed underground in mines and quarries; on the surface at underground mines and underground quarries; in or about open-cut mines, open quarries, clay pits, and sand and gravel operations; at or about placer mining operations; at or about dredging operations for clay, sand or gravel; at or about bore-hole mining operations; in or about all metal mills, washer plants, or grinding mills reducing the bulk of the extracted minerals; and at or about any other crushing, grinding, screening, sizing, washing or cleaning operations performed upon the extracted minerals *except* where such operations are performed as a part of a manufacturing process. The term shall not include work performed in subsequent manufacturing or processing operations, such as work performed in smelters, electro-metallurgical plants, refineries, reduction plants, cement mills, plants where quarried stone is cut, sanded and further processed, or plants manufacturing clay, glass or ceramic products. Neither shall the term include work performed in connection with coal mining, in petroleum production, in natural-gas production, nor in dredging operations which are not a part of mining operations, such as dredging for construction or navigation purposes.

Occupations Involving Slaughtering, Meat-Packing or Processing, or Rendering (Order No. 10)

The following occupations in or about slaughtering and meat-packing establishments, rendering plants, or wholesale, retail or service establishments are prohibited:

1. All occupations on the killing floor, in curing cellars, and in hide cellars, *except* the work of messengers, runners, hand-truckers, and similar occupations which require entering such workrooms or workplaces infrequently and for short periods of time.
2. All occupations involved in the recovery of lard and oils, *except* packaging and shipping of such products and the operations of lard-roll machines.
3. All occupations involved in tankage or rendering of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.
4. All occupations involved in the operation or feeding of the following power-driven meat-processing machines, including the occupations of setting-up, adjusting, repairing, oiling, or cleaning such machines: meat patty forming machines, meat and bone cutting saws, knives (**except* bacon-slicing machines), head splitters, and guillotine cutters; snout pullers and jaw pullers; skinning machines; horizontal rotary washing machines; casing-cleaning machines such as crushing, stripping, and finishing machines; grinding, mixing, chopping, and hashing machines; and presses (*except* belly-rolling machines).
5. All boning occupations.
6. All occupations that involve the pushing or dropping of any suspended carcass, half carcass, or quarter carcass.
7. All occupations involving hand-lifting or hand-carrying any carcass or half carcass of beef, pork or horse, or any quarter carcass of beef or horse.

*Note: The term "bacon-slicing machines" as used in this Order refers to those machines which are designed solely for the purpose of slicing bacon and are equipped with enclosure or barrier guards that prevent the operator from coming in contact with the blade or blades, and with devices for automatic feeding, slicing, shingling, stacking, and conveying the sliced bacon away from the point of operation.

Definitions

1. The term "slaughtering and meat-packing establishments" shall mean places in or about which cattle, calves, hogs, sheep, lambs, goats, or horses are killed, butchered, or processed. The term shall also include establishments which manufacture or process meat products or sausage casings from such animals.
2. The term "rendering plants" shall mean establishments engaged in the conversion of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.
3. The term "killing floor" shall include that workroom or workplace where cattle, calves, hogs, sheep, lambs, goats, or horses are immobilized, shackled, or killed, and the carcasses are dressed prior to chilling.
4. The term "curing cellar" shall include that workroom or workplace which is primarily devoted to the preservation and flavoring of meat by curing materials. It does not include that workroom or workplace where meats are smoked.
5. The term "hide cellar" shall include that workroom or workplace where hides are graded, trimmed, salted, and otherwise cured.
6. The term "boning occupations" shall mean the removal of bones from meat cuts. It shall not include work that involves cutting, scraping, or trimming meat from cuts containing bones.

NOTE: This Order shall not apply to the killing and processing of poultry, rabbits, or small game in areas physically separated from the "killing floor".

Exemptions

The exemptions for apprentices and student-learners apply to this Order, see page 12.

Power-Driven Bakery Machine Occupations (Order No. 11)

The following occupations involved in the operation of power-driven bakery machines are prohibited:

1. The occupations of operating, assisting to operate, or setting up, adjusting, repairing, oiling, or cleaning any horizontal or vertical dough mixer; batter mixer; bread dividing, rounding, or molding machine; dough brake; dough sheeter; combination bread slicing and wrapping machine; or cake cutting band saw.
2. The occupation of setting up or adjusting a cooky or cracker machine.

NOTE: This Order does not apply to the following list of bakery machines which may be operated by 16 and 17-year-old minors:

INGREDIENT PREPARATION AND MIXING

Flour-sifting Machine Operator
Flour-blending Machine Operator
Sack-cleaning Machine Operator

PRODUCT FORMING AND SHAPING

Roll-dividing Machine Operator
Roll-making Machine Operator
Batter-sealing Machine Operator
Depositing Machine Operator
Cooky or Cracker Machine Operator
Wafer Machine Operator
Pretzel-stick Machine Operator
Pie-dough Sealing Machine Operator
Pie-dough Rolling Machine Operator
Pie-crimping machine Operator

BEST COPY AVAILABLE

FINISHING AND ICING

Depositing Machine Operator
Enrobing Machine Operator
Spray Machine Operator
Icing Mixing Machine Operator

SLICING AND WRAPPING

Roll Slicing and Wrapping Machine Operator
Cake Wrapping Machine Operator
Carton Packing and Sealing Machine Operator

PAN WASHING

Spray-type Pan Washing Machine Operator
Tumbler-type Pan Washing Machine Operator

Power-Driven Paper-Products Machine Occupations (Order No. 12)

The following occupations are prohibited:

1. The occupations of operating or assisting to operate any of the following power-driven paper-products machines:
   a. Arm-type wirestitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single- or double-facing machine, envelope die-cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap-paper baler, or vertical slotter.
   b. Platen die-cutting press, platen printing press, or punch press which involves hand feeding of the machine.
2. The occupations of setting up, adjusting, repairing, oiling or cleaning these machines including those which do not involve hand feeding.

Definitions

1. The term "operating or assisting to operate" shall mean all work which involves starting or stopping a machine covered by this Order, placing materials into or removing them from the machine, or any other work directly involved in operating the machine.
2. The term "paper-products machine" shall mean power-driven machines used in the remanufacture or conversion of paper or pulp into a finished product. The term is understood to apply to such machines whether they are used in establishments that manufacture converted paper pulp products, or in any other type of manufacturing or non-manufacturing establishment.

NOTE: There are many machines not covered by this Order. The most important of these machines are the following:

Bag Machine, Bag-Making Machine
Bottoming Machine (Bags)
Box-Making Machine (Collapsible Boxes)
Bundling Machine
Calendar Roll and Plating Machines
Cigarette Carton Opener and Tax Stamping Machine
Clasp Machine
Counting, Stacking and Ejecting Machine
Corner Stayer
Covering, Lining or Wrapping Machines (Set-up Boxes)
Creping Machine
Dornbusch Machine (Wall Paper)
Ending Machine (Set-up Boxes)
Envelope Machine
Folding Machine
Gluing, Scaling, or Gumming Machine
Interfolding Machine
Jogging Machine
Lacer Machine
Parchmentizing, Waxing, or Coating Machines
Partition Assembling Machine
Paper Cup Machine
Quadruple Stayer
Rewinder
Rotary Printing Press
Ruling Machine
Slitting Machine
Straw Winder
Stripping Machine
Taping Machine
Tube Cutting Machine
Tube Winder
Tube Machine (Paper Bags)
Window Patch Machine
Wire or Tag Stringing Machine

Exemptions

The exemptions for apprentices and student-learners apply to this Order, see page 12.

Occupations Involved in the Manufacture of Brick, Tile and Kindred Products (Order No. 13)

The following occupations involved in the manufacture of clay construction products and of silica refractory products are prohibited:

1. All work in or about establishments in which clay construction products are manufactured, *except* (a) work in storage and shipping; (b) work in offices, laboratories, and storerooms; and (c) work in the drying departments of plants manufacturing sewer pipe.
2. All work in or about establishments in which silica brick or other silica refractories are manufactured *except* work in offices.
3. Nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by any other hazardous occupations order issued by the Secretary of Labor.

Definitions

1. The term "clay construction products" shall mean the following clay products: Brick, hollow structural tile, sewer pipe and kindred products, refractories, and other clay products such as architectural terra cotta, glazed structural tile, roofing tile, stove lining, chimney pipes and tops, wall coping, and drain tile. The term shall not include the following non-structural-bearing clay products: Ceramic floor and wall tile, mosaic tile, glazed and enameled tile, faience, and similar tile, nor shall the term include non-clay construction products such as sand-lime brick, glass brick, or non-clay refractories.
2. The term "silica brick or other silica refractories" shall mean refractory products produced

from raw materials containing free silica as their main constituent.

Occupations Involved in the Operation of Power-Driven Circular Saws, Band Saws, and Guillotine Shears (Order No. 14)

The following occupations are prohibited:

1. The occupations of operator of or helper on the following power-driven fixed or portable machines *except* for machines equipped with full automatic feed and ejection:
   a. Circular saws.
   b. Band saws.
   c. Guillotine shears.
2. The occupations of setting up, adjusting, repairing, oiling, or cleaning circular saws, band saws, and guillotine shears.

Definitions

1. The term "operator" shall mean a person who operates a machine covered by this Order by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in operation of the machine.
2. The term "helper" shall mean a person who assists in the operation of a machine covered by this Order by helping place materials into or remove them from the machine.
3. The term "machine equipped with full automatic feed and ejection" shall mean machines covered by this Order which are equipped with devices for full automatic feeding and ejection and with a fixed barrier guard to prevent completely the operator or helper from placing any part of his body in the point-of-operation area.
4. The term "circular saw" shall mean a machine equipped with a thin steel disc having a continuous series of notches or teeth on the periphery, mounted on shafting, and used for sawing materials.
5. The term "band saw" shall mean a machine equipped with an endless steel band having a continuous series of notches or teeth, running over wheels or pulleys, and used for sawing materials.
6. The term "guillotine shear" shall mean a machine equipped with a movable blade operated vertically and used to shear materials. The term shall not include other types of shearing machines, using a different form of shearing action, such as alligator shears or circular shears.

Exemptions

The exemptions for apprentices and student-learners apply to this Order, see page 12.

Occupations Involved in Wrecking, Demolition, and Shipbreaking Operations (Order No. 15)

All occupations in wrecking, demolition, and shipbreaking operations are prohibited.

Definitions

The term "wrecking, demolition, and shipbreaking operations" shall mean all work, including cleanup and salvage work, performed at the site of the total or partial razing, demolishing, or dismantling of a building, bridge, steeple, tower, chimney, other structure, ship or other vessel.

Occupations in Roofing Operations (Order No. 16)

All occupations in roofing operations are prohibited.

Definitions

The term "roofing operations" shall mean all work performed in connection with the application of weatherproofing materials and substances (such as tar or pitch, asphalt prepared paper, tile, slate, metal, translucent materials, and shingles of asbestos, asphalt or wood) to roofs of buildings or other structures. The term shall also include all work performed in connection with: (1) The installation of roofs, including related metal work such as flashing, and (2) alterations, additions, maintenance, and repair, including painting and coating, of existing roofs. The term shall not include gutter and downspout work; the construction of the sheathing or base of roofs; or the installation of television antennas, air conditioners, exhaust and ventilating equipment, or similar appliances attached to roofs.

Exemptions

The exemptions for apprentices and student-learners apply to this Order, see page 12.

Occupations in Excavation Operations (Order No. 17)

The following occupations in excavation operations are prohibited:

1. Excavating, working in, or backfilling (refilling) trenches, *except* (a) manually excavating or manually backfilling trenches that do not exceed four feet in depth at any point, or (b) working in trenches that do not exceed four feet in depth at any point.
2. Excavating for buildings or other structures or working in such excavations, *except* (a) manually excavating to a depth not exceeding four feet below any ground surface adjoining the excavation, or (b) working in an excavation not exceeding such depth, or (c) working in an excavation where the side walls are shored or sloped to the angle of repose.
3. Working within tunnels prior to the completion of all driving and shoring operations.
4. Working within shafts prior to the completion of all sinking and shoring operations.

Exemptions

The exemptions for apprentices and student-learners apply to this Order, see page 12.

Exemptions From Hazardous Occupations Orders

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 contain exemptions for 16 and 17-year-old apprentices and student-learners provided they are employed under the following conditions:

I. Apprentices: (1) The apprentice is employed in a craft recognized as an apprenticeable trade; (2) the work of the apprentice in the occupations declared particularly hazardous is incidental to his training; (3) such work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman as a necessary part of such apprentice training; and (4) the apprentice is registered by the Bureau of Apprenticeship and Training of the U.S. Department of Labor as employed in accordance with the standards established by that Bureau, or is registered by a State agency as employed in accordance with the standards of the State apprenticeship agency recognized by the Bureau of Apprenticeship and Training, or is employed under a written apprenticeship agreement and conditions which are found by the Secretary of Labor to conform substantially with such Federal or State standards.

II. Student-Learners: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and (2) such student-learner is employed under a written agreement which provides: (i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training; (ii) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (iii) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and (iv) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder. A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

Penalties For Violation

For each violation of the child labor provisions or any regulation issued thereunder, employers may be subject to a civil money penalty up to $1,000.

The Act was amended, effective May 1, 1974, authorizing (in section 16(e)) the Secretary of Labor to assess a civil money penalty of not to exceed $1,000 for each violation of the child labor provisions of the Act or any regulation issued thereunder. When a child labor civil money penalty is assessed against an employer, the employer has the right, within 15 days after receipt of the notice of such penalty, to file an exception to the determination that the violation or violations of the child labor provisions occurred. When such an exception is filed with the Administrator of the Wage and Hour Division, the matter is referred to the Chief Administrative Law Judge, and a formal hearing is scheduled. At such a hearing the employer may, or an attorney retained by the employer may, present such witnesses, introduce such evidence and establish such facts as the employer believes will support the exception. The determination of the amount of any civil money penalty becomes final if no exception is taken to the administrative assessment thereof, or if an exception is filed, pursuant to the decision and order of the administrative law judge.

The Act also provides, in the case of willful violation, for a fine up to $10,000; or, for a second offense committed after the conviction of such person for a similar offense, for a fine of not more than $10,000; or imprisonment for not more than 6 months, or both. The Secretary of Labor may also ask a Federal district court to restrain future violations of the child labor provisions of the Act by injunction.

Age Certificates

Employers may protect themselves from unintentional violation of the child labor provisions by keeping on file an employment or age certificate for each minor employed to show that the minor is the minimum age for the job. Certificates issued under most State laws are acceptable for purposes of the Act.

Additional Information

Inquiries about the Fair Labor Standards Act will be answered by mail, telephone, or personal interview at any office of the Wage and Hour Division of the U.S. Department of Labor. Offices are listed in the telephone directory under U.S. Department of Labor in the U.S. Government listing. These offices also supply publications free of charge.

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C H I L D L A B O R

REQUIREMENTS IN AGRICULTURE

UNDER THE

F A I R L A B O R S T A N D A R D S A C T

UNITED STATES
DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION

WAGE AND HOUR DIVISION
CHILD LABOR BULLETIN NO. 102

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(Child Labor Bulletin No. 101 deals with the employment of minors in non-agricultural occupations.)

This booklet is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour Law) which apply to minors employed in agriculture. In addition to child labor provisions, the Act also contains provisions on minimum wage, overtime, equal pay, and record keeping.

It is important to note that the child labor provisions of the Act apply to the agricultural employment of <u>all</u> children, migrant as well as local resident children.

OTHER CHILD LABOR LAWS

Other Federal and State laws may have higher standards. When these apply, the more stringent standard must be observed. All states have child labor laws and all but one have compulsory school attendance laws.

C O N T E N T S

COVERAGE OF THE CHILD LABOR PROVISIONS 3

MINIMUM AGE STANDARDS FOR EMPLOYMENT IN AGRICULTURE 3

SCHOOL HOURS AND EMPLOYMENT IN AGRICULTURE 4

HAZARDOUS OCCUPATIONS IN AGRICULTURE 5

EXEMPTIONS FROM HAZARDOUS OCCUPATIONS ORDER IN AGRICULTURE 7

PENALTIES FOR VIOLATIONS 8

CERTIFICATES OF AGE 9

RECORD KEEPING FOR EMPLOYMENT OF MINORS 9

MINIMUM WAGE FOR AGRICULTURAL EMPLOYMENT 10

ADDITIONAL INFORMATION 11

COVERAGE OF THE CHILD LABOR PROVISIONS

The Fair Labor Standards Act of 1938 (FLSA) establishes minimum ages for covered employment in agriculture unless a specific exemption applies. Covered employment in agriculture includes employees whose occupations involve growing crops or raising livestock which will leave the State directly or indirectly through a buyer who will either ship them across State lines or process them as ingredients of other goods which will leave the State.

Employees covered include workers who:

- -- raise livestock, bees, fur-bearing animals, or poultry;
- -- cultivate the soil, grow, or harvest crops;
- -- grow or harvest crops as employees of a contractor;
- -- as employees of either the farmer or an independent contractor, do work on the farm which is incidental to the farming operations of that farm (such as threshing grain grown on that farm);
- -- as employees of the farmer, do work off the farm which is incidental to the farming operations of the farm.

The child labor provisions may apply to employment in any of the above regardless of farm size or the number of man-days of farm labor used on that farm.

MINIMUM AGE STANDARDS FOR EMPLOYMENT IN AGRICULTURE

16 - Minimum age for employment
  -- in any agricultural occupation declared hazardous by the Secretary of Labor;
  -- during school hours;

14 - Minimum age for employment outside school hours
  -- in any agricultural occupation <u>not</u> declared hazardous by the Secretary of Labor;

  <u>except</u>:

  * 12 and 13-year-olds may be employed with written parental consent or on a farm where the minor's parent or person standing in place of the parent is also employed;

* minors under 12 may be employed with written parental consent on farms whose employees are exempt from the Federal minimum wage provisions.

Note: Minors of any age may be employed by their parent or person standing in place of their parent at any time in any occupation on a farm owned or operated by their parent or person standing in place of their parent.

SCHOOL HOURS AND EMPLOYMENT IN AGRICULTURE

Minors under 16 years of age may not be employed during school hours unless employed by their parent or person standing in place of their parent. School hours are those set for the school district in which a minor is living while employed in agriculture.

For example:

* If the school is in session from 9 a.m. to 3 p.m. in the school district where the minor is living while working, the minor may work only before 9 a.m. or after 3 p.m. on school days.
* Work before or after school hours, during weekends, or on other non-school days is considered work outside school hours.
* School hours provisions apply to private as well as public schools.
* A crew leader who takes workers to an area where schools are open may not allow minors under 16 to work during the hours school is in session in the school district where the farm work is being done.
* Work during school hours refers to the hours maintained for the school district. No provision is made for the release of individual children or any class or grade to work in agriculture.

HAZARDOUS OCCUPATIONS IN AGRICULTURE

The Secretary of Labor has found and declared that the following occupations in agriculture are hazardous. No minor under 16 may be employed at any time in these occupations except as exempt (see page 7).

(1) Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor.

(2) Operating or assisting to operate (including starting, stopping, adjusting, feeding or any other activity involving physical contact associated with the operation) any of the following machines:

(i) Corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner;

(ii) Feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-unloading wagon or trailer; or

(iii) Power post-hole digger, power post driver, or nonwalking-type rotary tiller.

(3) Operating or assisting to operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact associated with the operation) any of the following machines:

(i) Trencher or earthmoving equipment;

(ii) Fork lift;

(iii) Potato combine; or

(iv) Power-driven circular, band, or chain saw.

(4) Working on a farm in a yard, pen, or stall occupied by a:

(i) Bull, boar, or stud horse maintained for breeding purposes; or

(ii) Sow with suckling pigs, or cow with newborn calf (with umbilical cord present).

(5) Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.

(6) Working from a ladder or scaffold (painting, repairing, or building structures, pruning trees, picking fruit, etc.) at a height of over 20 feet.

(7) Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.

(8) Working inside:

(i) A fruit, forage, or grain storage designed to retain an oxygen deficient or toxic atmosphere;

(ii) An upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position;

(iii) A manure pit; or

(iv) A horizontal silo while operating a tractor for packing purposes.

(9) Handling or applying (including cleaning or decontaminating equipment, disposal or return of empty containers, or serving as a flagman for aircraft applying) agricultural chemicals classified under the Federal Insecticide, Fungicide, and Rodenticide Act (7 U.S.C. 135 et seq.) as Category I of toxicity, identified by the word "poison" and the "skull and crossbones" on the label; or Category II of toxicity, identified by the word "warning" on the label;

(10) Handling or using a blasting agent, including but not limited to, dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord; or

(11) Transporting, transferring, or applying anhydrous ammonia.

EXEMPTIONS FROM HAZARDOUS OCCUPATIONS ORDER IN AGRICULTURE

These prohibitions do not apply to the employment of minors under 16 years of age by their parents or by persons standing in the place of their parents on farms owned or operated by such parents or persons.

Under carefully regulated conditions, employment of 14 and 15-year-old minors in certain of the agricultural occupations found and declared to be hazardous is exempt. They are:

STUDENT-LEARNERS

Student-learners in a bona fide vocational agriculture program may work in the occupations listed in items 1 through 6 of the hazardous occupations order under a written agreement which provides that the student-learner's work is incidental to training, intermittent, for short periods of time, and under close supervision of a qualified person; that safety instructions are given by the school and correlated with on-the-job training; and that a schedule of organized and progressive work processes has been prepared. The written agreement must contain the name of the student-learner, and be signed by the employer and a school authority, each of whom must keep copies of the agreement.

4-H FEDERAL EXTENSION SERVICE TRAINING PROGRAM

Minors 14 and 15 years old who hold certificates of completion of either the tractor operation or machine operation program may work in the occupations for which they have been trained. Occupations for which these certificates are valid are covered by items 1 and 2 of the hazardous occupations order. Farmers employing minors who have completed this program must keep a copy of the certificates of completion on file with the minor's records.

Enrollment in this program is open to minors who are not members of 4-H as well as 4-H members. Information on this program is available from an Extension Agent of the Cooperative Service of a land grant university.

VOCATIONAL AGRICULTURE TRAINING PROGRAM

Minors 14 and 15 years old who hold certificates of completion of either the tractor operation or machine operation program of the U.S. Office of Education Vocational Agriculture Training Program may work in the occupations for which they have been trained. Occupations for which these certificates are valid are covered by items 1 and 2 of the hazardous occupations order. Farmers employing minors who have completed this program must keep a copy of the certificate of completion on file with the minor's records.

Information on the Vocational Agriculture Training Program is available from vocational agriculture teachers.

PENALTIES FOR VIOLATIONS

For each violation of the child labor provisions or any regulation issued thereunder, employers may be subject to a civil money penalty of up to $1,000.

The Act was amended, effective May 1, 1974, authorizing (in section 16(e)) the Secretary of Labor to assess a civil money penalty of not to exceed $1,000 for each violation of the child labor provisions of the Act or any regulation issued thereunder. When a child labor-civil money penalty is assessed against an employer, the employer has the right, within 15 days after receipt of the notice of such penalty, to file an exception to the determination that the violation or violations of the child labor provisions occurred. When such an exception is filed with the Administrator of the Wage and Hour Division, the matter is referred to the Chief Administrative Law Judge, and a formal hearing is scheduled. At such hearing the employer may, or

an attorney retained by the employer may, present such witnesses, introduce such evidence and establish such facts as the employer believes will support the exception. The determination of the amount of any civil money penalty becomes final if no exception is taken to the administrative assessment thereof, or if an exception is filed, pursuant to the decision and order of the administrative law judge.

The Act also provides, in the case of willful violation, for a fine up to $10,000; or, for a second offense committed after the conviction of such person for a similar offense, for a fine of not more than $10,000; or imprisonment for not more than 6 months, or both. The Secretary of Labor may also ask a Federal district court to restrain future violations of the child labor provisions of the Act by injunction.

CERTIFICATES OF AGE

Employers may protect themselves from unintentional violation of the child labor provisions by keeping on file an employment or age certificate for each minor employed to show that the minor is the minimum age for the job. Certificates issued under most State laws are acceptable for the purposes of the Act.

RECORD KEEPING FOR EMPLOYMENT OF MINORS

Every employer (except a parent or person standing in the place of a parent employing one's own child on a farm owned or operated by such parent or person) who employs any minor under 16 years of age in agriculture must maintain and preserve records containing the following data about each minor employed:

1. Name in full.

2. Place where the minor lives while employed. If the minor's permanent address is elsewhere, both addresses should be given.

3. Date of birth.

4. Evidence in writing of any consent of the parent or person standing in place of the parent of the minor, if consent is required. (See page for information on the ages to which this rule applies.)

MINIMUM WAGE FOR AGRICULTURAL EMPLOYMENT

The Fair Labor Standards Act extends minimum wage provisions to farm employees, including minors, whose employer used more than 500 man-days of farm labor during any calendar quarter of the previous calendar year. Unless otherwise exempt, employees covered by the minimum wage provisions must be paid at least the following:

$2.20 an hour effective January 1, 1977

$2.30 an hour effective January 1, 1978

Farm workers are not subject to the overtime provisions of the Act.

No minimum wage and overtime pay is required for the following:

1. Members of the employer's immediate family.

2. Hand harvest laborers paid piece rates in an operation generally recognized as piece work in the region, under <u>both</u> of the following conditions: (1) they go each day to the farm from their <u>permanent</u> residence; and (2) they have been employed in agriculture less than 13 weeks in the previous calendar year.

3. Migrant hand harvest laborers 16 years of age or under who are employed on the same farm as their parents and under <u>both</u> of the following conditions: (1) they are paid piece rates in an operation generally recognized as piecework in the region; and (2) the piece rate is the same as paid workers over the age of 16.

4. Employees principally engaged in the range production of livestock.

ADDITIONAL INFORMATION

Inquiries about the Fair Labor Standards Act will be answered by mail, telephone, or personal interview at any office of the Wage and Hour Division of the U.S. Department of Labor. Offices are listed in the telephone directory under the U.S. Department of Labor in the U.S. Government listing. These offices also supply publications free of charge.

GPO 937 851

Regulations, Part 520: Employment of Student-Learners

Title 29 of the
Code of Federal Regulations

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1343
(Reissued May 1976)

Regulations, Part 520—Employment of Student-Learners Pursuant to Section 14 of the Fair Labor Standards Act, as Amended

Sec.

520.1 Applicability of the regulations contained in this part.
520.2 Definitions.
520.3 Application for a special student-learner certificate.
520.4 Procedure for action upon application.
520.5 Conditions necessary for favorable review.
520.6 Terms and conditions of employment under special student-learner certificates.
520.7 Employment records to be kept.
520.8 Duration of certificates.
520.9 Compliance with established standards.
520.10 Reconsideration and review.
520.11 Amendment to the regulations in this part.
520.12 Work experience and career exploration programs.

AUTHORITY: The provisions of this Part 520 issued under section 14, 52 Stat. 1068, as amended; 29 U.S.C. 214.

[This publication conforms to the Code of Federal Regulations as of September 25, 1974, the date this reprint was authorized.]

Section 520.1

Applicability of the regulations contained in this part.

The regulations contained in this part are issued in accordance with section 14 of the Fair Labor Standards Act of 1938, as amended, to provide for the employment under special certificates of student-learners at wages lower than the minimum wage applicable under section 6 of the act. Such certificates shall be subject to the terms and conditions hereinafter set forth.
[18 F.R. 3290, June 10, 1953]

Section 520.2

Definitions.

As used in the regulations contained in this part:

(a) A "student-learner" is a student who is receiving instruction in an accredited school, college or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program.

(b) A "bona fide vocational training program" is one authorized and approved by a State board of vocational education or other recognized educational body and provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course by an accredited school, college or university.
[18 F.R. 3290, June 10, 1953]

Section 520.3

Application for a special student-learner certificate.

(a) Whenever the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the Fair Labor Standards Act of 1938, as amended, is believed necessary to prevent curtailment of opportunities for employment, an application for a special certificate authorizing the employment of such student-learner at subminimum wages shall be filed in duplicate by the employer with the authorized representative of the Administrator at the appropriate Regional or Caribbean Office of the Wage and Hour Division, U.S. Department of Labor.

(b) Application must be made on the official form furnished by the Division and must be signed by the employer, the appropriate school official and the student-learner. The application must contain all information required by such form, including among other things, a statement clearly outlining the vocational training program and showing, particularly, the processes in which the student-learner will be engaged when in training on the job; a statement clearly outlining the school instruction directly related to the job; the total number of workers employed in the establishment; the number and hourly wage rate of experienced workers employed in the occupation in which the student-learner is to be trained; the hourly wage rate or progressive wage schedule which the employer proposes to pay the student-learner; data regarding the age of the student-learner; the period of employment training at subminimum wages; the number of hours of employment training a week; the number of hours of school instruction a week; and a certification by the appropriate school official that the student named therein will be receiving instruction in an accredited school, college or university and will be employed pursuant to a bona fide vocational training program, as defined in § 520.2(b).

(c) The certification by the appropriate school official must satisfy the following conditions:

(1) The application must be properly executed in conformance with § 520.3.

(2) The employment training must conform with the provisions of §§ 520.5 (a), (c), (d), and (g) and paragraphs (a) and (c) of § 520.6.

(3) The occupation must not be one for which a student-learner application was previously submitted by the employer and a special certificate was denied by the Administrator or his authorized representative.
[35 F.R. 13984, Sept. 2, 1970]

Section 520.4

Procedure for action upon application.

(a) The certification by the appropriate school official on an application for a special

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student-learner certificate authorizing the employment of a student-learner at subminimum wages (see § 520.3(b)) shall constitute a temporary authorization for the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the act, effective from the date such application is forwarded to the Division in conformance with § 520.3 and, at the end of 30 days, shall become the permanent special student-learner certificate unless, after review, the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review.

(b) Upon receipt of an application for the employment of a student-learner, the Administrator or his authorized representative shall review the application for compliance with this part. If an application is to be denied, notification of denial should be made to the appropriate school official, the employer, and the student within the 30 days following the date such application was forwarded to the Division, unless additional time for review is considered necessary or appropriate, and in which case the appropriate school official, the employer, and the student shall be so notified. To the extent feasible, the Administrator or his authorized representative shall provide an opportunity to other interested persons to present data and views on the application before denying a special student-learner certificate.

(c) Whenever a notification of denial is mailed to the employer, such denial shall be without prejudice to any subsequent application, except under the circumstances referred to in § 520.3(c)(3). Two copies of the notification of denial shall be mailed to the appropriate school official, one of which shall be retained for his records and the other shall be presented to the student-learner.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.5

Conditions necessary for favorable review.

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be a bona fide vocational training program as defined in section 520.2;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this section);

(d) The student-learner must be at least 18 years of age if he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor. (See 29 CFR Part 4, Subpart E, but note the specific exemptions for student-learners in several of the orders.)

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto (Part 521 of this chapter) or would not impair established apprenticeship standards in the occupation or industry involved.

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(1) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force.

[18 F.R. 3290, June 10, 1953, as amended at 21 F.R. 1349, Mar. 1, 1956. 26 F.R. 8009, Aug. 26, 1961; 35 F.R. 13884, Sept. 2, 1970]

Section 520.6

Terms and conditions of employment under special student-learner certificates.

(a) The special minimum wage rate shall be not less than 75 percent of the applicable minimum under section 6 of the act.

(b) No special student-learner certificate may be issued retroactively.

(c) (1) The number of hours of employment training each week at subminimum wages pursuant to a certificate, when added to the hours of school instruction, shall not exceed 40 hours, except that authorization may be granted by the Administrator or his authorized representative for a greater number of hours if found to be justified by extraordinary circumstances.

(2) When school is not in session on any school day, the student-learner may work a number of hours in addition to the weekly hours of employment training authorized by the certificate: *Provided, however,* That the total hours worked shall not exceed 8 hours on any such day. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked on such day.

(3) During the school term, when school is not in session for the entire week, the student-learner may work at his employment training a number of hours in the week in addition to those authorized by the certificate: *Provided, however,* That the total hours shall not exceed 40 hours in any such week. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked in such week.

(d) A special student-learner certificate shall not constitute authorization to pay a subminimum wage rate to a student-learner in any week in which he is employed for a number of hours in addition to the number authorized in the certificate, except as provided in paragraphs (c), (1), (2), and (3) of this section.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.7

Employment records to be kept.

In addition to any other records required under the record-keeping regulations (Part 516 of this chapter) the employer shall keep the following records specifically relating to student-learners employed at subminimum wage rates:

(a) Any worker employed as a student-learner shall be identified as such on the payroll records, with each student-learner's occupation and rate of pay being shown;

(b) The employer's copy of the application, filed in accordance with § 520.4 (a) and any certificate issued by the Administrator or his authorized representative must be available at all times for inspection for a period of 3 years from the last date of employment of the student-learner.

(c) Notations should be made in the employer's records when additional hours are worked by reason of school not being in session as provided in §§ 520.6(c) (2) and (3).

[18 F.R. 3291, June 10, 1953, as amended at 25 F.R. 1384, Sept. 2, 1970]

Section 520.8

Duration of certificates.

A special student-learner certificate shall be effective for a period not to exceed the length of 1 school year unless a longer period is found to be justified by extraordinary circumstances. No certificate shall authorize employment training beyond the date of graduation.

[35 F.R. 13885, Sept. 2, 1970]

Section 520.9

Compliance with established standards.

No provision of the regulations contained in this part, or of any certificate or temporary authority thereunder, shall excuse noncompliance with higher standards applicable to student-learners which may be established under any other Federal law, or any State law, municipal ordinance or trade union agreement.

[35 F.R. 13885, Sept. 2, 1970]

Section 520.10

Reconsideration and review.

(a) Any person aggrieved by the action of an authorized representative of the Adminis-

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trator in denying or granting a special student-learner certificate may, within 15 days after such action, (1) file a written request for reconsideration thereof by the authorized representative of the Administrator who made the decision in the first instance, or (2) file a written request for review of the decision by the Administrator or an authorized representative who has taken no part in the action which is the subject of review.

(b) A request for reconsideration shall be accompanied by a statement of the additional evidence which the applicant believes may materially affect the decision and a showing that there were reasonable grounds for failure to present such evidence in the original proceedings.

(c) Any person aggrieved by the reconsidered determination of an authorized representative of the Administrator may, within 15 days after such determination, file a written request for review.

(d) A request for review shall be granted where reasonable grounds for the review are set forth in the request.

(e) If a request for reconsideration or review is granted, the Administrator or his authorized representative may, to the extent he deems it appropriate, afford other interested persons an opportunity to present data and views.

[18 F.R. 3291, June 10, 1953, as amended at 21 F.R. 1349, Mar. 1, 1956, 22 F.R. 5683, July 18, 1957, 24 F.R. 294, Jan. 8, 1959]

Section 520.11

Amendment to the regulations in this part.

The Administrator may at any time upon his own motion or upon written request of any interested person setting forth reasonable grounds therefor, and after opportunity has been given to interested persons to present their views, amend or revoke any of the terms of the regulations contained in this part.

[18 F.R. 3292, June 10, 1953]

Section 520.12

Work experience and career exploration programs.

(a) Notwithstanding the provisions of § 520.2 and paragraphs (a), (c), (d), and (e) of § 520.5, applications for student-learner certificates may be made and temporary subminimum wage authority provided and certificates issued pursuant to §§ 520.3 and 520.4 and paragraphs (b) and (f) through (l) of § 520.5, for minors who are 14 or 15 years of age who are enrolled in and employed pursuant to an experimental school supervised and school administered work experience and career exploration program which meets the requirements of § 570.35a of this title.

(b) This section expires on June 30, 1975.

[36 F.R. 22976, Dec. 2, 1971, as amended at 39 F.R. 3256-57, Jan. 25, 1974]

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OMB Approval No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

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A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:

3A. NAME AND ADDRESS OF STUDENT-LEARNER:

3B. DATE OF BIRTH: *(Month, day, year)*

4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	
7. PROPOSED GRADUATION DATE *(Month, day, year)*	
8. NUMBER OF WEEKS IN SCHOOL YEAR	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)?*	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	

17. TITLE OF STUDENT-LEARNER OCCUPATION:	
18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):*	
22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*	
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	

135

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

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25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

Tel. No. *(Include Area Code)*

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

Tel. No. *(Include Area Code)*

ATTACH SEPARATE SHEETS IF NECESSARY

☆ U.S. G.P.O. 1976-621-736/3952

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Department of the Treasury
Internal Revenue Service

Publication 906
(Nov. 84)

Jobs and Research Credits

For use in preparing
1984 Returns

Introduction

You, as an employer, can choose to take a targeted jobs tax credit. The targeted jobs tax credit is for qualified wages you incur or pay to members of targeted groups who start working for you before 1986.

The new jobs credit, which was replaced by the targeted jobs credit, expired at the end of 1978. Any new jobs credit that could not be claimed in earlier years can be carried over for the 15 tax years after the year you earned it or until it is used up, whichever comes first.

The work incentive (WIN) credit has expired. However, eligible work incentive employees are now one of the targeted groups of employees on whose qualified wages you may take the targeted jobs credit. If you have any unused WIN credit that you could not claim in earlier years, you can carry it over for the 15 tax years after the year you earned it or until it is used up, whichever comes first.

The research credit is for certain amounts you spend, including amounts for wages, for research and experimental purposes. The credit only applies to the amount of these expenditures you have in a tax year that is more than the average annual amount you spent for these purposes in a certain base period.

It is possible that the same employee's wages may qualify for both the targeted jobs credit and the research credit. You cannot use an employee's wages to figure more than one credit. Figure both credits by taking into account the wages qualifying for each credit. Then claim the credit that saves you more tax.

Targeted Jobs Credit

The targeted jobs credit provides an incentive to hire persons from targeted groups that have a particularly high unemployment rate or other special employment needs.

Targeted Groups

A person is a member of a targeted group if the person meets the requirements for any of the groups listed in the next paragraph.

Members of targeted groups are persons who are:

1) Vocational rehabilitation referrals,
2) Economically disadvantaged youths,
3) Economically disadvantaged Vietnam-era veterans,
4) Supplemental Security Income (SSI) recipients,
5) General assistance recipients,
6) Youths participating in a cooperative education program,
7) Economically disadvantaged ex-convicts,
8) Involuntarily terminated Comprehensive Employment and Training Act (CETA) employees who started work for you after August 13, 1981, and before January 1, 1983,
9) Eligible work incentive employees, or
10) Qualified summer youth employees.

Certification. For you to claim the targeted jobs credit on the wages paid to an employee, that employee must be certified as a member of a targeted group by the designated local agency. Designated agencies are generally local offices of the state employment security agency (jobs service). In the case of a student participating in a qualified cooperative education program, the student is certified by the school administering the program.

You must have received the certification or requested it in writing no later than the employee's first workday. The postmark date on the envelope will determine if the request for certification is timely. However, for employees who start work after July 18, 1984, you have the first five workdays to receive or request certification if the employee has received from the designated local agency a written preliminary determination that he or she is a member of a targeted group.

If a certification is incorrect because of false information provided by the employee, it will be revoked. Wages you pay the employee after you receive notice of revocation will not qualify for the credit. For more information on certification procedures for eligible employees, contact your local office of the state employment security agency (jobs service).

A vocational rehabilitation referral is any certified employee who:

1) Has a physical or mental disability that either is a substantial handicap or that results in a substantial handicap to employment, and
2) Is referred to you upon completing or while receiving rehabilitative services under:
   a) An individualized written rehabilitation plan under a state plan for vocational rehabilitation services approved under the Rehabilitation Act of 1973, or
   b) A program of vocational rehabilitation for veterans carried out under Chapter 31 of title 38, United States Code.

An economically disadvantaged youth is any certified employee who is:

1) At least 18 years old but under 25 on the hiring date, and
2) A member of an economically disadvantaged family (defined below).

Economically disadvantaged family. A person is a member of an economically disadvantaged family if the designated local agency determines that the family's income was at a certain level during the 6 months before the earlier of either the month the determination is made or the month in which the hiring date falls. The family's income level during that period must have been no more than 70% of the Bureau of Labor Statistics lower living standard, figured on an annual basis.

An economically disadvantaged Vietnam-era veteran is any certified employee who:

1) Served on active duty in the United States Armed Forces for more than 180 days and at least one of those days occurred from August 5, 1964, through May 7, 1975 (active duty does not include active duty for training), or

   Was discharged or released from active duty because of a service-connected disability if some part of that duty occurred from August 5, 1964, through May 7, 1975,

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2) Was not on a more than 90–day period of active duty (other than active duty for training) for any day in the 60–day period that ends on the day you hire the employee, and

3) Is a member of an economically disadvantaged family (defined earlier).

An SSI recipient is any certified employee who received supplemental security income benefits for any month ending in the 60–day period that ends on the day you hire the employee.

A general assistance recipient is any certified employee who received assistance under a qualified general assistance program for a period of at least 30 days ending in the 60–day period that ends on the day you hire the employee. A qualified general assistance program is any program of a state or political subdivision of a state that:

1) Provides general assistance or similar assistance that is based on need and that is given in money or voucher or scrip, and

2) That the Secretary of the Treasury names as meeting the requirements of item (1).

An economically disadvantaged ex-convict is any certified employee who:

1) Was convicted of a felony under any federal or state statute,

2) Is a member of an economically disadvantaged family (defined earlier), and

3) Was hired within 5 years after being convicted or released from prison, whichever is later.

A youth participating in a qualified cooperative education program is any person who a qualified school certifies in writing:

1) Is at least 16 years old but under 20,

2) Did not graduate from a high school or a vocational school,

3) Is enrolled in and actively studying in a qualified cooperative education program, and

4) Is a member of an economically disadvantaged family (defined earlier).

Your employees' wages qualify for the credit under this targeted group only while requirements (1), (2), and (3) are being met.

The school may satisfy the certification requirement by completing Form 6199, *Certification of Youth Participating in a Qualified Cooperative Education Program*. The school should prepare Form 6199 in duplicate, give the original to the employer, and keep one copy for its own records. The employer must sign Part V of the form certifying that the information is correct before claiming the credit.

You must receive this certification or request it in writing no later than the students' first workday.

A qualified cooperative education program is a vocational education program for people who receive instruction, including required academic instruction, by combining school study with a job in any occupational field. The school and employer together must plan the two experiences so that each contributes to the student's education and ability to be hired. The program must be directly related to preparing a person for employment, or for additional preparation for a career that does not require a baccalaureate or advanced degree. The program must provide instruction related to the occupations for which the students are in training. The education program must be organized through written cooperative arrangements between one or more employers and a qualified school.

A qualified school is a specialized high school, high school department, or technical or vocational school used exclusively or principally to provide vocational education to students who are preparing to enter the job market. A technical or vocational school must provide this education to students who have either left or completed high school. A school that is not a public school is treated as a qualified school only if it is exempt from federal income tax.

An eligible work incentive employee is a certified individual who:

1) Is eligible for dependent children payments under the Social Security Act and has continually received this financial assistance during the 90 days just before being hired, or

2) Has been placed in employment under a work incentive program that was set up under the Social Security Act.

An involuntarily terminated CETA employee is one certified as having been laid off after December 31, 1980, from employment that was funded at least in part under the Comprehensive Employment and Training Act. These employees must have started work for you before January 1, 1983.

A qualified summer youth employee is a certified employee who:

1) Works for you between May 1 and September 15,

2) Is 16 or 17 years old when hired,

3) Has not previously worked for you, and

4) Is certified as a member of an economically disadvantaged family (defined earlier).

Summer youth employees who start work for you after 1984 must be 16 or 17 years old on May 1 if you hire them before that date.

The allowable credit for these employees is limited to 85% of the first $3,000 of wages paid to each for work done in any 90–day period between May 1 and September 15 of the same calendar year. This rate (85%) is higher than the rate that applies to wages you pay members of other targeted groups, but the amount of wages that qualify ($3,000) is less than for the other groups. See *Qualified Wages* and *Amount of Credit*, later.

If these employees continue working for you after you have used up their eligibility for the credit as members of this group, you may claim the credit on wages you continue to pay them as members of other targeted groups if they are recertified as members of other targeted groups. However, their total period of eligibility for the credit, including the time they are treated as summer youth employees, cannot exceed 2 years.

Related individuals. Wages you pay to an employee do not qualify for the credit if any of the following conditions exist:

1) The employee is any of the following:

   a) Your son or daughter or a descendant of your son or daughter.

   b) Your stepson or stepdaughter.

   c) Your brother, sister, stepbrother, or stepsister.

   d) Your father or mother, or an ancestor of either.

   e) Your stepfather or stepmother.

   f) A son or daughter of your brother or sister.

   g) A brother or sister of your father or mother.

   h) Your son-in-law, daughter-in-law, father-in-law, mother-in-law, brother-in-law, or sister-in-law.

2) The employee is a dependent who lives in your home and is a member of your household.

These rules apply to you if you are:

1) An individual who is the employer,

2) A shareholder who owns more than 50% of the value of the outstanding stock of the employing corporation,

3) A beneficiary, grantor, or fiduciary of the employing estate or trust,

4) A member of the employing partnership, or

5) A shareholder in an S corporation that is the employer.

In addition, an employee of an estate or trust is not eligible for the credit if he or she is a grantor, beneficiary, or fiduciary of the estate or trust.

Rehired employees. You may not take the credit on wages you pay to an employee you rehire if that employee was not certified as a member of a targeted group throughout the earlier period of employment. This rule applies even if the employee is a member of a targeted group when rehired by you. If an employee you rehired was certified as a member of a targeted group throughout the earlier period of employment, and if that employee is a member of a targeted group when rehired, you may be able to take the targeted jobs credit for any remaining qualified first-year or second-year wages you pay the rehired employee that were not used for figuring the credit for the earlier period of employment. The employee does not have to be a member of the same targeted group when rehired that he or she was a member of during the earlier period of employment.

Successor employers. If, after July 18, 1984, you acquire substantially all the property used in the business, or a separate unit of the business, of another employer, the targeted jobs credit you can take on employees of that employer who continue to work for you may be limited. You must figure your credit as if these employees had worked for you during the time they worked for the previous employer, but figure your credit only on the wages you pay them.

Employees providing services to others. If an employee who starts work for you after 1984 performs services for another person, you cannot take the targeted jobs credit on wages you pay the employee for services performed for the other person unless the amount you reasonably expect to receive from the other person for the services is more than the wages you pay the employee.

Qualified Wages

Qualified wages are those that you incur or pay to members of a targeted group who

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start work for you by December 31, 1985. The targeted jobs credit is figured only on qualified first-year wages and qualified second-year wages, discussed later.

[redacted]s generally means all amounts that are [redacted]or employment, including the value of [redacted]cash items. However, it does not include the value of meals and lodging you furnish your employees for your convenience if the value is excludable from the employees' incomes. To figure the credit, use the same wages that are subject to federal unemployment tax (FUTA), but without the FUTA dollar limitations. A different definition of wages applies to certain agricultural and railroad employees and to youths participating in cooperative education programs.

Agricultural employees. If in any year an employee performs services that qualify during more than half of any pay period as agricultural labor for FUTA purposes, to figure the credit for that employee, use the same wages that are subject to social security tax (FICA), but without the FICA dollar limitations.

Railroad employees. If more than half of the wages you pay to an employee during any year qualify under the Railroad Unemployment Insurance Act (RUIA), figure the credit for that employee using the wages that are subject to RUIA tax, but without the RUIA dollar limitations.

In figuring if more than half of an employee's services or wages qualify as agricultural labor or railroad wages, treat businesses under common control as separate businesses. Normally, trades or businesses under common control are treated as one business [redacted] figuring the amount of the credit. For [redacted] rule, see *Businesses under Common Control*, later.

Employees who are youths participating in cooperative education programs. Although the wages paid these employees are not subject to FUTA, for the targeted jobs credit the wages are considered to be subject to FUTA and are qualified wages. For this purpose, the FUTA dollar limitation does not apply.

Qualified first-year wages are the qualified wages your employee earns during the first one-year period of working for you. The first year begins on the day your employee starts work. For a vocational rehabilitation referral employee, the rule is the same except that the first year does not start unless the employee's rehabilitation plan is also in effect when the employee begins working for you. However, this exception does not apply to employees who start work for you after July 18, 1984.

Qualified first-year wages are subject to a $6,000 limit. This limit is discussed later.

Qualified second-year wages are the qualified wages your employee earns during the second one-year period of working for you. The second year begins the day after the first year ends. The second-year wages are [redacted] subject to a $6,000 limit.

[redacted]ample. On February 1, 1983, you hire Frank Baily who is a general assistance recipient and whose wages qualify for the targeted jobs credit. Frank starts work on February 1, 1983. His first one-year period of working for you ends on January 31, 1984. All wages you pay Frank for services performed through that date are qualified first-year wages (subject to the $6,000 limit). Wages you pay him for services from February 1, 1984, through January 31, 1985, are qualified second-year wages (subject to the $6,000 limit).

$6,000 limit. Only the first $6,000 of each employee's qualified first-year wages and the first $6,000 of each employee's qualified second-year wages are eligible for the credit.

Example. You figure your tax on a calendar year. On October 1, 1982, you hire Bill Roberts who is a member of a targeted group. During the last 3 months of 1982 you pay Bill $2,500. His qualified first-year wages in 1982 for figuring the credit are $2,500.

Bill's first year of working for you ends on September 30, 1983. Because only the first $6,000 of wages are eligible for the credit, only $3,500 more of wages you pay him through September 30, 1983, are qualified first-year wages eligible for the credit. Any wages you pay him for services from October 1, 1983, through December 31, 1983, however, are qualified second-year wages and up to $6,000 would be eligible for the credit. Also, any wages you pay him for services from January 1, 1984, through September 30, 1984, are qualified second-year wages and up to $6,000 minus the qualified second-year wages paid for the period October 1, 1983, through December 31, 1983, would be eligible for the credit.

Wages must be for trade or business employment. To claim the credit on an employee's wages, over half of those wages paid during any tax year must be earned by the employee in your trade or business. Therefore, maids, chauffeurs, and other employees who work only in your home would not qualify for the credit. In figuring whether or not over half of the wages are earned in your trade or business, do not treat businesses under common control as one business.

Payments for on-the-job training. If for any period you received federally funded payments for on-the-job training of an employee, the wages you pay to that employee for the period do not qualify.

Example. On June 1, 1984, an individual who is certified as a member of a targeted group starts work for you. For the period June 1 through August 31, 1984, the employee received on-the-job training, and you received federally funded payments for the on-the-job training of that employee for that period. In figuring the targeted jobs credit, you cannot use as qualified first-year wages any wages earned by that employee for services between June 1 and August 31, 1984. However, wages paid for services for the period September 1, 1984, through May 31, 1985, are qualified first-year wages. Wages paid to your employee for the period June 1, 1985, through May 31, 1986, are qualified second-year wages.

Reduced Deduction for Wages

Your tax deduction for the wages or salaries you pay or incur during the tax year is reduced by the amount of jobs credit allowed (except for two situations explained below). The deduction is reduced by the full amount of jobs credit for the year even if you cannot use the entire credit because of the tax limit. This reduced wage or salary deduction must also be used to figure net earnings from self-employment. If you have a jobs credit carryback to another year, do not reduce salaries or wages in the carryback year by the amount of the carryback. The same is true for a jobs credit carryover.

Example. In 1984 you are entitled to a $20,000 credit. To determine your income tax for that year, you reduce your wage or salary deduction by $20,000. You do this even if you could take only $18,000 of the credit because of the tax limit. The $2,000 carryback or carryover does not reduce your salary and wage deduction in the carryback or carryover year.

In the two following situations you must attach a statement to your return to explain why the amount on line 5 of Form 5884, *Jobs Credit*, is not the same as the amount that you subtract from your wage and salary deduction.

The first situation occurs when part of the credit is for wages and salaries that must be capitalized as part of the cost of an asset and later depreciated, such as when you build the equipment you use in your trade or business. You must use that part of the credit to reduce the cost of the asset. You do not subtract it from wages and salaries.

The second situation occurs when part of the credit is for wages and salaries that you must include in the cost of your inventory under the full absorption method of inventory costing. You must use that part of the credit to reduce the basis of your inventory. You do not subtract it from wages and salaries.

If a trade or business is under common control, reduce each group member's wage or salary deduction by the amount of the credit that is apportioned to it. See the rules under *Businesses under Common Control.*

For entities, such as partnerships, that pass through the jobs credit to the partners, the wage and salary deduction of the partnership is reduced by the amount of the jobs credit earned by the partnership before any allocation of the credit is made to the partners. This same rule applies to S corporations, estates, trusts, certain regulated investment companies, real estate investment trusts, and cooperatives.

Businesses under Common Control

Generally, the jobs credit for a group of trades or businesses under common control is figured by the group as if it were a single business. One credit is figured for the entire group and then divided among the members based on their proportionate share of wages causing the credit. See *Figuring the credit*, later. Trades or businesses under common control can be corporations, sole proprietorships, partnerships, estates, or trusts.

A trade or business under common control is a member of any group of trades or businesses that is either a parent-subsidiary group under common control, a brother-sister group under common control, or a combined group under common control. For figuring the jobs credit, an organization can be a member of only one group of trades or businesses under common control. If an organization is a member of more than one

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group, it must indicate on its timely filed return the group in which it wishes to be included. If this is not done, the Internal Revenue Service will determine the group. In the following definitions, organization means a sole proprietorship, a partnership, an estate, a trust, or a corporation.

A parent-subsidiary group under common control is one or more chains of organizations conducting trades or businesses that are connected through ownership of a controlling interest with a common parent organization if:

1) One or more of the organizations owns, directly and through options to acquire, a controlling interest in each of the organizations, except the common parent, and
2) The common parent organization owns, directly and through options to acquire, a controlling interest in at least one of the nonparent organizations. To figure the controlling interest, the parent excludes any direct ownership interest by the other organizations.

A controlling interest is:

1) For a corporation, ownership of stock possessing more than 50% of the total combined voting power of all classes of stock entitled to vote or more than 50% of the total value of the shares of all classes of stock of the corporation,
2) For a trust or estate, ownership of an actuarial interest of more than 50% of the trust or estate,
3) For a partnership, ownership of more than 50% of the profits interest or capital interest of the partnership, and
4) For a sole proprietorship, ownership of the sole proprietorship.

A brother-sister group under common control is two or more organizations conducting trades or businesses if:

1) The same five or fewer persons who are individuals, estates, or trusts own, directly and through options to acquire, a controlling interest of each organization, and
2) Those persons are in effective control of each organization, taking into account the ownership of each person only to the extent that the person's ownership is identical with respect to each organization.

A controlling interest for the brother-sister group is the same as a controlling interest for a parent-subsidiary group except that 80% should be substituted wherever a 50% ownership requirement is indicated.

Effective control means the same as a controlling interest defined above.

A combined group under common control is a group of three or more organizations in which:

1) Each organization is a member of a parent-subsidiary group under common control or a brother-sister group under common control, and
2) At least one organization is the common parent organization of a parent-subsidiary group under common control and also a member of a brother-sister group under common control.

Figuring the credit. Figure the targeted jobs credit for businesses under common control by using the following steps:

1) Combine qualified first-year wages paid by all members of the group and do the same for qualified second-year wages.
2) Figure the jobs credit for the group by applying the 50% rate to the combined qualified first-year wages and the 25% rate to the combined qualified second-year wages.
3) Divide the group credit from step (2) among the members of the group based on their proportionate shares of wages giving rise to the credit.

The tax limit, and the limit on the unused credit applied in a carryback or carryover year are applied separately to each organization in the group. In applying these limits, a group of corporations electing to file a consolidated tax return is treated as one organization.

Example. Red Company and its two subsidiaries, Blue Company and Green Company, are under common control. Each company is a calendar year taxpayer. Qualified first-year wages paid by the three companies in 1984 to members of targeted groups are shown in the following table. The $6,000 limit on qualified first-year wages for each employee has already been applied.

Company	Qualified first-year wages
Red	$20,000
Blue	5,000
Green	25,000
Total	$50,000

Qualified first-year wages eligible for the 50% credit	$50,000	
Multiplied by 50% credit	.50	
Targeted jobs credit to be divided among the members of the group		$25,000

The total credit, $25,000, is then divided among the members of the group as follows:

Red Company: $\frac{\$20,000}{\$50,000} \times \$25,000 = \$10,000$

Blue Company: $\frac{\$\ 5,000}{\$50,000} \times \$25,000 = \$\ 2,500$

Green Company: $\frac{\$25,000}{\$50,000} \times \$25,000 = \$12,500$

Amount of Credit

The amount of credit allowable for the tax year is the sum of:

1) 50% of the qualified first-year wages for that year, plus
2) 25% of the qualified second-year wages for that year.

However, the rate is 85% for summer youth employees, and the credit applies only to the first $3,000 of wages you pay to each summer youth employee, as discussed earlier.

Example 1. You are a calendar year taxpayer. On April 1, 1983, you hire Dave Brown who is a member of a targeted group other than qualified summer youth employees. In 1983 you pay him $4,000 in wages. Your targeted jobs credit for 1983 is $2,000 (50% of $4,000).

Example 2. Assume the same facts as in Example 1. For services from January 1, 1984, through March 31, 1984, you pay Dave $3,000 in wages. These are qualified first-year wages because March 31 is the end of Dave's first year of working for you. You pay him $7,000 for services through the remainder of the year. These are qualified second-year wages. Figure your jobs credit for 1984 as follows:

Qualified first-year wages that are eligible	$2,000	
Multiplied by 50%	.50	$1,000
plus		
Qualified second-year wages that are eligible	$6,000	
Multiplied by 25%	.25	1,500
Total targeted jobs credit for 1984		$2,500

Note that the amount of qualified first-year wages in 1984 eligible for the 50% credit is limited to $2,000 ($6,000 minus $4,000 paid in 1983). Similarly, qualified second-year wages eligible for the 25% credit are limited to $6,000.

Tax Limit

After you figure how much targeted jobs credit you are entitled to for your tax year, you must combine it with certain other credits to determine your general business credit for the year. Your general business credit is a combination of your investment credit, jobs credit, alcohol fuel credit, and employee stock ownership credit.

There is a limit, based on your income tax on how much general business credit you can take in any one tax year. If the general business credit you are entitled to for the year is greater than this limit, you can carry the excess to another tax year and subtract it from your income tax for that year. See *Carrybacks and Carryovers*, later.

Income tax. Before figuring the limit on how much general business credit you can take, you must figure the tax on which the limit is based. To figure your income tax for this purpose exclude the following taxes from your income tax.

1) Alternative minimum tax.
2) Corporate minimum tax.
3) Tax on early distributions to owner-employees.
4) Tax on early distributions under annuity contracts.
5) Tax on lump-sum distributions from qualified employee plans.
6) Additional tax on early distributions from individual retirement accounts.
7) Accumulated earnings tax.
8) Personal holding company tax.
9) Additional tax from recoveries of foreign expropriation losses.
10) Tax on certain capital gains of S corporations.
11) Tax on excess net passive investment income of certain S corporations.
12) Tax from recapture of investment credit or alcohol fuel credit.

Subtract the following credits from your tax to figure income tax for this limit.

1) Credit for household and dependent care expenses.
2) Credit for the elderly and the disabled.
3) Residential energy credit.
4) Political contributions credit.
5) Foreign tax credit.
6) Orphan drug credit.

7) Nonconventional source fuel credit.
8) Research credit.
9) Possessions corporation tax credit.

Limit. Your general business credit is limited to the smaller of your income tax, adjusted as explained above, or $25,000 plus 85% of your tax that is over $25,000.

Example. Your general business credit for the tax year is $40,000. Your income tax, as adjusted, is $42,500. Therefore, the amount of general business credit you can take for the tax year is limited to $39,875 ($25,000 plus $14,875 (85% of $17,500)).

Married persons filing separate returns each figure their limit separately. Each spouse's credit is limited to the smaller of each spouse's separate income tax, as adjusted, or $12,500 plus 85% of the tax over $12,500. However, if one spouse has no credit for the tax year and no carryovers or carrybacks of the credit to that year, the other spouse can use the full $25,000 instead of $12,500 in figuring the limit based on the separate tax.

A controlled group of corporations must divide the $25,000 amount among its members.

How To Take the Credit

You take the targeted jobs credit by completing Form 5884, *Jobs Credit*, and attaching it to your income tax return. An S corporation, partnership, estate, or trust that divides the credit among its shareholders, partners, or beneficiaries must also attach Form 5884 to its return.

Even though you qualify to take a targeted jobs credit, you can elect not to take it. You can make this election or revoke it any time before the end of the three-year period that starts on the last day, not including extensions, allowed for filing your return for the tax year in which the credit was earned.

For example, if you are an individual, you have until April 15, 1988, to elect not to take a targeted jobs credit earned for your 1984 calendar year. During this same time period, you can revoke an election you made not to take the credit for 1984.

If, in addition to a jobs credit, you have an investment credit, an alcohol fuel credit, or an employee stock ownership plan credit for the tax year, or a carryover of any of these other credits from a prior year, complete only through line 7 of Form 5884. Then complete Form 3800 to combine your jobs credit for the tax year with any of these other credits or carryovers and figure your general business credit. Enter the amount from line 7 of Form 5884 on line 2 of Form 3800. Complete both parts of Form 3800 to figure how much general business credit you can take for the year and file Form 5884 and Form 3800 with your tax return.

S corporations, partnerships, estates, and trusts. S corporations and partnerships pass through the targeted jobs credit to the partners or shareholders. Estates and trusts divide the credit among themselves and their beneficiaries in proportion to the income allocable to each. In addition to filing Form 5884 with its income tax return, an S corporation, partnership, estate, or trust must also complete Schedule K–1 showing the credit for each shareholder, partner, or beneficiary.

Tax-exempt organizations (other than exempt farmer's cooperatives) are not eligible for the targeted jobs credit.

Carrybacks and Carryovers

If your general business credit for a tax year is more than you can use because of your tax limit for that year, you can carry the unused portion back to your last 3 tax years and use it to reduce your tax in those years. First, carry the unused portion to the earliest of your last three tax years. If you cannot use it all in that year, carry the remaining unused portion to the second earliest year and so on. Any unused credit that you could not take in these three earlier years can be carried forward in the same way to your 15 future tax years until it is used up.

Carryback rule. An unused credit carried back to a prior tax year is used to the extent that the tax limit for the prior year is more than:

1) The general business credit carryovers to that year, plus
2) The general business credit earned for the year, plus
3) The general business credit carrybacks from years prior to the year from which the credit is being carried.

The maximum amount allowed as a credit in a tax year beginning before 1984 as a result of a carryback from a tax year beginning after 1983 is figured using the rules discussed earlier under *Tax Limit*. In determining the amounts in (1) and (2) above, the general business credit includes the investment credit, the work incentive (WIN) credit, the jobs credit, the alcohol fuel credit, and for years beginning after 1982, the employee stock ownership credit. Your income tax in the carryback year is figured in the same manner as explained earlier.

Carryover rule. An unused credit carried over to 1984 is used before a credit for 1984 to the extent the unused credit is not more than the tax limit. A credit earned for 1984 is then used in the amount that the limit is more than the carryovers from 1983 and prior years.

Unused new jobs credit. The new jobs credit expired at the end of 1978 and was replaced by the targeted jobs credit. However, if you have any new jobs credit that you could not claim in earlier tax years, you can carry it over and treat it as a general business credit carryover in a later tax year. It can be carried over the 15 tax years after the tax year you earned it, until you use it up.

Unused WIN credit. Although the WIN credit has expired, eligible work incentive employees are a group of employees whose wages qualify for the targeted jobs credit. Therefore, you may be able to claim a targeted jobs credit for your WIN employees instead of a WIN credit. See *Targeted Groups*, earlier.

If you still have any WIN credit from tax years ending after 1973 that you could not claim in earlier years, you can carry it over and treat it as a general business credit carryover in a later tax year. You can carry it over for the 15 tax years after the tax year you earned it, until it is used up.

Unused carryovers. If you do not use all of a jobs credit by the time the 15–year carryover period expires, you can deduct the unused portion for the tax year following the end of the carryover period. For an individual who dies, or a corporation, trust, or estate that ceases to exist, the deduction is allowed in the tax year in which the death or cessation occurs.

Refunds. File a claim for refund of an earlier year's tax on an amended return. Use Form 1040X, *Amended U.S. Individual Income Tax Return*, or Form 1120X, *Amended U.S. Corporation Income Tax Return*, if your original return for the earlier year was a Form 1040 or 1120. File the amended return within 3 years, including extensions, after your tax return for the year of the general business credit causing the carryback is required to be filed. For example, if you are a calendar year individual, an amended return for taxes overpaid in 1981 caused by a general business credit carryback from 1984 must be filed by April 15, 1988.

The time for filing the amended return is different if your general business credit carryback is caused by a net operating loss, research credit, or capital loss that is carried back from a later year to your general business credit year. If this happens, file the amended return within 3 years, including extensions, after the later tax return for the year in which the net operating loss, research credit, or capital loss occurred is required to be filed.

Quick refunds. You may apply for a quick refund of earlier year's taxes by filing Form 1045, *Application for Tentative Refund*, or Form 1139, *Corporation Application for Tentative Refund*. These forms allow you to apply for a tentative adjustment of your earlier year's tax affected by the general business credit carryback. The forms must be filed within 12 months after the end of the tax year in which the general business credit is earned.

For a general business credit carryback that is caused by a net operating loss, a research credit, or a capital loss that is carried back from a later tax year to the general business credit year, the forms must be filed within 12 months after the end of that later tax year.

Targeted Jobs Credit Example

Susan Green owns and operates a dress shop as an unincorporated business. On March 19, 1984, Susan hired two new employees who were members of a targeted group. Earlier, Susan had received a certification form from the state employment security agency showing that they are both members of a targeted group.

From March 19 until December 31, Susan paid each of the new employees $5,000. For calendar year 1984, Susan completes Form 5884 to figure her targeted jobs credit.

Since the $5,000 she paid each employee in 1984 is less than the $6,000 limit, Susan's qualified first-year wages are $10,000.

Susan's tax on Form 1040 for 1984 was $4,059. She had no other credits for 1984 or carryover credits from earlier years. Susan's credit for 1984 is (a) or (b), below, whichever is smaller:

a) 50% of qualified first-year wages ($10,000)	$5,000
b) Tax liability ($4,059)	$4,059

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Susan claims her credit of $4,059 on line 48 of Form 1040 and checks the box for Form 5884. She reduces her deduction for salary and wages on her Schedule C by $5,000, the full amount of the credit. Susan has an unused credit of $941 ($5,000 minus $4,059), which she can carry back for 3 years and carry forward for 15 years until she uses it up. See the filled-in Form 5884 at the end of this publication.

Research Credit

The research credit is designed to encourage businesses to increase the amounts they spend on research and experimental activities. The credit is equal to 25% of the increase in your research expenses for the year over your average research expenses during an earlier base period. If you are carrying on a business, you can take the credit for research expenses you have after June 30, 1981, and before January 1, 1986.

Qualifying Research

Not all research qualifies for the credit. In general, it must be the kind of research for which you are allowed to deduct or amortize your expenses under other provisions of the tax law. That is, the credit applies only to research and development in the experimental or laboratory sense.

However, you can take the credit only for research you do or pay for in carrying on your trade or business. This can include developing or improving a product, a formula, an invention, a plant process, an experimental or pilot model, or something similar.

You ***cannot*** take the credit for any of the following:

1) Research done outside the United States.
2) Research in the social sciences or humanities.
3) Research funded or financed by someone else whether under a contract or grant or in some other way.
4) The ordinary testing or inspection of materials or products for quality control.
5) Market and consumer research.
6) Advertising or promotion expenses.
7) Management studies and efficiency surveys.
8) Research to find and evaluate mineral deposits, including gas and oil.

Patents. Getting a patent, including making and protecting a patent application, is treated as "research" that qualifies for the credit. However, acquiring someone else's patent, or someone else's production or process, does not qualify for the credit.

Research Expenses

When figuring the credit, you can include four kinds of research expenses:

1) Wages for the employees doing the research.
2) The cost of supplies used in the research.
3) Payments to others (such as lease payments) for the right to use personal property in the research.
4) Contract research expenses, that is, the cost to you of research someone other than your employee does for you. However, only 65% of contract research expenses can be used to figure the credit.

If an expense does not fall into one of these categories, or if it is not for qualified research, you cannot use it to figure the credit. (However, corporations should also see *Basic Research*, later.)

The following paragraphs discuss each of these types of expenses.

Wages. Only wages you pay employees for actually doing research work, or for directly supervising or directly supporting research work, qualify for the credit. Wages you pay for overhead, for general and administrative services, or for other work that is only indirectly connected to the research do not qualify.

Example. In your business, you employ five staff chemists and technicians. They work on developing new products that you hope to produce and sell. You also have a senior chemist who supervises the work of the research staff, and a secretary who types reports and letters, does library work, and answers the telephone for them. When you figure the credit, you can include as research expenses the wages of all seven of these employees.

However, no part of the wages you pay to employees who prepare salary checks for the research staff, who arrange loans for the research, or who clean the building each day can be used to figure the credit.

Figuring wages. In general, for figuring the research credit, "wages" means the same as it does for income tax withholding. However, you cannot include any wages you use to figure the targeted jobs credit.

If an employee does some work for you that qualifies for the credit and some work that does not, you must divide the employee's wages between the two. Only the part of the wages that is for the work of doing, supervising, or supporting qualifying research can be included when figuring the credit. However, if at least 80% of the employee's work during your tax year would qualify, you can count 100% of the employee's wages when figuring the credit.

Example. One of your employees works 4 days of each 5-day workweek doing research and 1 day doing general office work. Since 4/5 or 80% of this employee's work is doing research, you can count all the employee's wages as research expenses.

However, if the employee worked only 3 days each workweek doing research, you could count only 3/5 or 60% of the employee's wages as research expenses.

Partners and sole proprietors. If you are the sole proprietor of your business, you can treat your earned income from the business as wages. Therefore, if a part of the work you do in the business is research work, or the direct supervision or support of research work, you can include a part of your earned income as a research expense when you figure the credit. You must divide your earned income between work that qualifies for the credit and work that does not qualify, just as you would divide the wages of an employee.

The same rule applies to partners in a partnership. If the partner is involved in the research work, the partnership can include a part of the partner's earned income from the partnership when figuring the credit.

Supplies. When figuring the credit, you can include the cost of any supplies used in the research. All tangible property used in the research is considered supplies, except for the following two types:

1) Land and improvements to land, and
2) Depreciable property.

You can never treat depreciable property as supplies. It does not matter whether or not you can take depreciation deductions on it or whether or not you can take an expense deduction for it.

Payments to others. Research expenses include payments you make to others for the right to use personal property in your research. However, research expenses do not include payments you make to others after March 31, 1982, for the right to use personal property in your research, to the extent you get payments for the right to use substantially identical personal property. Rent for real property is never included as a research expense. Also, you cannot treat intragroup charges as a research expense. However, you may be allowed a credit for research you conduct on behalf of another member of your controlled group. See *Business under Common Control*, later.

Contract research expenses. You can include only 65% of your contract research expenses when you figure the credit. A contract research expense is one that you pay or incur for research that someone else does for you. It is different from the other 3 types of research expenses, which are for research you do "in house."

Only the person who pays for the research can claim the credit. The person who does the research for you cannot also claim the credit. Payments to your employees are not contract research expenses.

Prepayments. If you pay for qualified research that will be done after the end of your tax year, you must treat the payment as having been made in the year the research is actually carried out.

Example. You use the calendar year as your tax year. In December 1984, you pay a research firm $100,000 to do research for you in 1985. The research qualifies for the credit. None of the $100,000 counts as a research expense for your 1984 tax year. However, $65,000 (65% of $100,000) is a research expense for your 1985 tax year.

Basic Research

A corporation can treat certain payments it makes for basic research as contract research expenses. Thus, a corporation can include 65% of certain amounts it provides for basic research (subject to the prepayment rule) when figuring the research credit. This is in addition to any other expenses it has for qualifying research.

"Basic research" means any original investigation to advance scientific knowledge not having a specific commercial objective. However, basic research done outside the United States and research done in the social sciences or humanities are not included.

Only corporations can figure the credit for expenses for basic research. Individuals and unincorporated businesses cannot take a credit for any payments they make for basic research. In addition, the credit on basic research expenses does not apply to:

1) An S corporation,
2) A personal holding company, or
3) A corporation whose principal business is performing services.

To be eligible for the credit, a payment for basic research must be made under a written research agreement with a qualifying organization entered into prior to the performance of the basic research. Three kinds of organizations qualify.

1) A public or nonprofit institution of higher education, such as a college, university, or vocational school.
2) A tax-exempt organization, other than a private foundation, that is organized and operated primarily to carry out scientific research.
3) A fund that chooses to qualify.

Funds. To be an organization to which a corporation can make payments for basic research that are eligible for the research credit, a fund that chooses to qualify must meet all four of the following requirements.

1) It must be organized and operated ***exclusively*** to make grants for basic research to public or nonprofit institutions of higher education—that is, to colleges, universities, vocational schools, and similar institutions.
2) It must be tax-exempt.
3) It cannot be a private foundation.
4) It must be set up and maintained by an organization that is itself tax-exempt and not a private foundation. This organization must have been in existence before July 10, 1981.

If a fund meets all four of these requirements, it can choose to be a qualifying organization. After it makes this choice, the payments a corporation makes to the fund will be eligible for the research credit (subject to the prepayment rule).

Another effect of the choice is that the fund will be treated as a private foundation for tax purposes, even though it is not one otherwise. However, the fund will not have to pay the excise tax that applies to investment income of private foundations.

Making the choice. To choose to be treated as a qualified organization, a fund must send a statement to the Internal Revenue service center where it files its annual return. The statement must say that the choice is being made under section 44F(e)(4) of the Internal Revenue Code. The statement must be signed by a person authorized to act for the organization and must provide all information necessary to show that the organization can make the choice. It must also show all of the following:

1) The name, address, and taxpayer identification number of the fund,
2) The name, address, and taxpayer identification number of the organization that set up the fund, and
3) The date the choice becomes effective.

For funds that made the choice before February 1, 1982, the effective date could be as early as July 1, 1981. For funds that make the choice after January 31, 1982, the effective date cannot be before the date the choice is made.

Revoking the choice. To change its choice to be treated as a qualified organization, a fund must get the consent of the Internal Revenue Service.

To do this, it should send an application to change the choice to the Internal Revenue service center where it sent the statement making its original choice. This application must contain the following:

1) The names, addresses, and taxpayer identification numbers of all parties identified in the original choice,
2) An indication that the choice was made under section 44F(e)(4) of the Internal Revenue Code,
3) A statement of what the choice covered, and
4) An explanation of why the change is wanted.

Figuring the Credit

The amount of credit you are allowed for a tax year is 25% of the amount that your qualified research expenses for the year are more than your average qualified research expenses for an earlier base period. If your qualified research expenses for the year do not increase over your average qualified research expenses during the base period, there will be no credit.

Example. You use the calendar year as your tax year. In 1984, $50,000 of your research expenses qualify for the credit. Your average research expenses during the base period were $30,000. Your research credit for 1984 is $5,000, that is, 25% of $20,000 ($50,000 − $30,000).

Base period. To figure research expenses for the base period, use only those amounts that would qualify for the credit if you spent them in your current tax year. This includes every type of expense discussed earlier: wages, supplies, payments to others, 65% of contract research expenses and, for certain corporations, 65% of the payments they make for basic research. Your base period is the last 3 tax years before the year for which you are figuring the credit.

Example. You use the calendar year as your tax year. You have $100,000 of qualified research expenses in 1981, $130,000 of qualified research expenses in 1982, and $160,000 of qualified research expenses in 1983.

For your 1984 tax year, your base period includes 1981, 1982, and 1983. Your base period research expenses will be $130,000, the average of your research expenses in 1981, 1982, and 1983 ($390,000 divided by 3). If you have $150,000 of qualified research expenses in 1984, you will figure your 1984 credit on $20,000 ($150,000 − $130,000). This will give you a research credit of $5,000 for 1984 (25% of $20,000).

New businesses. If your business did not exist during a part of your base period, you are treated as if you were in business but had no research expenses during that time period.

50% limit. When figuring the credit on your qualified research expenses for the year, you must first subtract your base period research expenses. However, the amount you use as base period research expenses cannot be less than 50% of your research expenses for the year. If they are less than 50%, you must substitute an amount that is at least at the 50% level. In other words, you cannot figure the credit on more than one-half of the research expenses that qualify for the credit each year. This limit applies every year, even if you had no research expenses during the base period. It applies to all businesses, including new ones.

Example. You start your business on January 1, 1982, and use the calendar year as your tax year. You have $15,000 in research expenses that qualify for the credit in 1982, $15,000 in 1983, and $150,000 in 1984. The base period for figuring your credit for 1984 is the preceding 3 years, 1981, 1982, and 1983. Your actual base period research expenses are $10,000, the average of your expenses for 1981, 1982, and 1983 ($30,000 divided by 3). Because $10,000 is less than 50% of your research expenses for 1984 ($150,000), you must use at least $75,000 (50% of $150,000) as your base period research expenses to figure the credit. In other words, you can figure the credit on no more than half of the $150,000. Your maximum credit for 1984 will be $18,750 (25% of $75,000).

Short tax years. If you have a short tax year (one that is less than 12 months), you must figure your qualified research expenses for that tax year on an annual basis.

Using the Credit

The credit is used to reduce, dollar for dollar, the amount of income tax you must pay. However, there are limits on how much credit you can claim each year. If you cannot use all of the credit in the year you earn it, you can generally carry it back or forward and use it to reduce your tax in other tax years.

Tax limit. The amount of research credit you take in any tax year cannot be more than your income tax for that year. However, for figuring this limit, do not include any of the following in your income tax.

1) Alternative minimum tax.
2) Corporate minimum tax.
3) 10% tax on premature distributions to owner-employees.
4) 5% tax on premature distributions under annuity contracts.
5) Tax on lump-sum distributions.
6) Additional tax on income from certain retirement accounts.
7) Accumulated earnings tax.
8) Personal holding company tax.
9) Tax on certain capital gains of S corporations.
10) Any additional tax imposed as a result of recoveries of foreign expropriation losses.
11) Tax on excess net passive investment income of certain S corporations.
12) Tax from recapture of investment credit or alcohol fuel credit.

Before you use the research credit to reduce your income tax, you must first use the following credits if you have them:

1) Credit for household and dependent care expenses.
2) Credit for the elderly and the disabled.
3) Residential energy credit.
4) Political contributions credit.
5) Foreign tax credit.

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6) Orphan drug credit.

7) Nonconventional source fuel credit.

8) Possessions corporation tax credit.

After using these credits to reduce your income tax, you can use the research credit. However, you cannot use it to reduce the remaining tax to less than zero.

Passthrough limit. A special limit applies if you take the credit that was earned by your business on your own tax return. This can happen if you are:

1) A sole proprietor of your business,

2) A partner in a partnership,

3) A shareholder in an S corporation, or

4) A beneficiary of an estate or trust.

Partnerships and S corporations pass through the research credit to the partners or shareholders. Estates and trusts share the credit among themselves and their beneficiaries in proportion to the income allocable to each.

To figure the limit, first figure how much of your income tax is due to the part of your taxable income that comes from the business that earned the credit. You cannot take the credit for more than this amount of tax. Compare this amount to the amount you figured as your tax limit, discussed above. The smaller of the two is the maximum amount of research credit that you can take for the year.

Carrybacks and carryovers. If you cannot use part or all of your research credit because of these limits, the part you do not use can be carried back for 3 years and carried forward for 15 years and subtracted from your tax in those years. In this way, you may be able to claim a refund of taxes you paid in your last 3 tax years. First carry the credit back to the earliest of your last 3 tax years, even if the research credit was not in effect that year. If it is not all used in that year, carry it to the second earliest tax year and so on. Any credit that you cannot use in this way can be carried over to future tax years. You can carry the credit over for 15 years or until you use it all up, whichever comes first.

If, because of a carryover or carryback, you have research credits from more than one year to use in the same year, you must use them in the following order.

1) First, use the credit that was earned in that year.

2) Next, use the credits you are carrying to that year, starting with the one from the earliest year.

The total amount of credit you can take in a single year, including carryovers and carrybacks, cannot be more than your tax limit or your passthrough limit for that year.

Claim for refund. If you carry the research credit back, you can get a refund of the earlier year's tax by filing an amended return. Use Form 1040X, *Amended U.S. Individual Income Tax Return*, or Form 1120X, *Amended U.S. Corporation Income Tax Return*, if your original return for the earlier year was a Form 1040 or 1120. File the amended return within 3 years after the due date, including extensions, of your return for the year you earned the credit. For example, if you are a calendar year taxpayer, you should file an amended return by April 15, 1988, to get a refund of 1981 taxes because of a research credit carryback from 1984.

The time for filing an amended return is different if your research credit carryback is caused by a net operating loss or capital loss that is carried back from a later tax year to the year you earned the research credit. If this happens, you have until 3 years after the due date, including extensions, of your tax return for the later year—that is, 3 years after you are required to file your return for the year in which the net operating loss or capital loss occurred.

Quick refunds. You may be able to get a quick refund of an earlier year's taxes. For a quick refund, file Form 1045, *Application for Tentative Refund*, if you filed an individual income tax return, or Form 1139, *Corporation Application for Tentative Refund*, if you filed a corporate return. These forms must be filed within 12 months after the end of the tax year in which you earn the credit.

For a research credit carryback that is caused by a net operating loss or capital loss that is carried back from a later tax year to the year you earned the research credit, you have until 12 months after the end of the later tax year to file your application for the quick refund.

Businesses under Common Control

Generally, the research credit for a group of trades or businesses under common control is figured as if the group were a single business. One credit is figured for the entire group and then divided among the members. The division is based on each member's share of the total increase in the group's research expenses.

The rules you use to decide whether your trade or business is under common control for figuring your research credit are the same as the rules that are used to decide if there is common control for figuring the targeted jobs credit. For a discussion of these rules, see *Businesses under Common Control* under *Targeted Jobs Credit*, earlier in this publication. A business can be under common control with one or more other businesses whether it is a corporation, a partnership, a sole proprietorship, an estate, or a trust.

Figuring the credit. If your trade or business is under common control, use the following steps to figure your research credit.

1) Add up the research expenses for the tax year for all members of the controlled group.

2) Add up the base period research expenses for all members of the group.

3) Subtract (2) from (1). The result is the increase in the entire group's research expenses.

4) Figure the credit for the group. This will be 25% of the difference you got in step (3). However, if the amount from step (2) is less than 50% of the amount from step (1), the group's credit is 25% of an amount equal to one-half of (1).

5) Divide the group credit from step (4) among the members of the group based on each member's share of the amount from step (3).

Example. Ash Company has two subsidiaries, Beech Enterprises and Maple Manufacturing. The following table shows the base period research expenses and the research expenses that qualify for the credit during the current tax year for each company.

Company	Base period (average)	Current year expenses	Increase (Decrease)
Ash	$30,000	$ 60,000	$30,000
Beech	15,000	10,000	(5,000)
Maple	20,000	35,000	15,000
Totals	$65,000	$105,000	$40,000

The group's total increase in research expenses is $40,000 ($30,000 increase by Ash plus $15,000 increase by Maple minus $5,000 decrease by Beech). Therefore, the group's allowable credit is $10,000 (25% of $40,000). Only Ash and Maple actually increased their research expenses, so all of the group's credit is divided between them. Because Beech's expenses did not increase, it cannot share in the credit. The individual increases by Ash and Maple total $45,000. Therefore, Ash Company claims 30/45 of the total credit ($6,667), and Maple Company claims 15/45 ($3,333).

Passthrough Entities

An S corporation divides its credit among its shareholders at the end of its tax year. The shareholders then claim their shares of the credit on their own income tax returns.

Estates and trusts divide the credit among themselves and their beneficiaries. The division is made in the same way that the division is made for income.

Partnerships must divide their allowable credit among the partners.

Acquisitions and Dispositions

If, after June 30, 1980, you acquire or dispose of a business or a part of a business, you must use special rules to figure your research credit. These rules do not apply if there is only a transfer of some assets used in a trade or business. The part of the business that is transferred must be at least large enough to be operated as a viable business.

Acquisitions. If you acquire a business or a part of a business, then for purposes of figuring the credit for a tax year ending after the date of acquisition, you must increase the amount you count as your research expenses for the period before the acquisition. You must add in the previous owner's research expenses that are attributable to the part of the business you acquired. This adjustment is made when figuring both base period research expenses and research expenses for the current year.

Dispositions. If you dispose of a part of your trade or business, then for purposes of figuring the credit for a tax year ending after the date of disposition, you must decrease the amount you count as your research expenses for the period before the transfer. You must subtract out the part of your research expenses that are attributable to the part of your business you disposed of. However, you can only make this decrease if you give the new owner the information needed to make the increase discussed in the previous paragraph.

If you make this decrease and within your 3 tax years following the tax year of disposi-

tion, you reimburse the new owner for research done for you, you will have to add back some or all of this decrease. If this reimbursement is made, you increase your qualified research expenses for your base [illegible] for the tax year when you made the [illegible]ursement. Add back the smaller of the following amounts:

1) The amount of the original decrease you made for the base period, or
2) The amount of the reimbursement times the number of years in the base period.

This rule applies only when figuring the base period research expenses for the year of the reimbursement, and only if the reimbursement is made within 3 years of the transfer.

The adjustment required by this rule must be made even if another member of your controlled group reimburses the new owner, and even if another member of the new owner's controlled group is the one reimbursed.

How To Take the Credit

Use Form 6765, *Credit for Increasing Research Activities*, to figure your credit, and attach it to your income tax return. In addition to filing Form 6765, S corporations, estates, trusts, and partnerships must also complete Schedule K-1 showing the credit for each shareholder, beneficiary, or partner.

Research Credit Example

Gene Oak is the sole proprietor of his own small metal products company. Gene uses the calendar year as his tax year and figures his research credit on Form 6765. His filled-in form is shown at the end of this publication.

Until September 1984, Gene employed two metallurgists to do research on developing new products and metalworking processes for the company. On September 1, 1984, he hired a third metallurgist to do the same kind of work. The total wages of $47,000 Gene paid to the three employees are qualified research expenses. So is the $4,000 he spends on supplies used in the research and 50% of the $10,000 rent he pays on equipment used half-time in the research. He enters the amounts for each of these expenses on lines 9, 10, and 11 of column (a). Then he adds all three amounts and enters the total, $56,000, on line 14 of column (a).

Gene's base period for 1984 is 1981, 1982, and 1983. In those years, he had the same kinds of research expenses—for wages, supplies, and equipment rental—as in 1984. He adds the amount of research wages for all 3 years and divides the total by 3. This gives him $40,000, the average annual amount spent for research wages in his base period for 1984. Gene enters this average on line 9 of column (b). He makes the same computation for the other two kinds of expenses and enters the averages, $3,000 and $5,000, on lines 10 and 11 of column (b). Then he adds the amounts on these lines and puts the total, $48,000, on line 14 of column (b). This is his total base period research expenses.

Gene enters on line 15 the $8,000 increase in expenses that qualify for the credit, the difference between the amounts on line 14 in column (a) and column (b). Because this is less than the 50% limit, he also enters $8,000 on line 17.

Gene enters his tentative credit, $2,000 (25% of $8,000), on line 18. Since he has no unused research credit from other years or no passthrough credit, he also enters $2,000 on lines 20 and 22.

Gene's income tax on Form 1040 is $8,505. He enters this amount on line 23. He has no other credits, and no credit carrybacks or carryovers, to use in 1984. Since his tentative credit for 1984 is less than his income tax, he enters $2,000 on line 25.

Gene claims his credit by entering the $2,000 on line 49 of Form 1040. On the dotted line to the left of this entry he writes "Research." For more information, see the instructions for Form 6765.

Form **5884**

Department of the Treasury
Internal Revenue Service

Jobs Credit

(and WIN credit carryover)

▶ **Attach to your tax return.**

OMB No. 1545-0219

1984
77

Name(s) as shown on return: SUSAN GREEN

Identifying number: 000-00-00[redacted]

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Part I Jobs Credit

1 Enter the number of employees and total qualified wages paid or incurred during the tax year (up to $6,000 for each employee for each of the first two years) for services of employees who are certified as members of a targeted group. See instructions for special rules on qualified summer youth employees.

		Number of employees		Total qualified wages	
First year (Do not include summer youth employees)	(a)	2	(b)	10,000	
Second year (Do not include summer youth employees)	(c)		(d)		
Qualified summer youth employees	(e)		(f)		

2	Enter 50% of line 1(b)	2	5,000
3	Enter 25% of line 1(d)	3	
4	Enter 85% of line 1(f)	4	
5	Current year jobs credit—Add lines 2, 3, and 4. Enter here and include on Schedule C (Form 1040), line 28b; Form 1120, line 13(b), page 1; or the corresponding line on other returns. (Members of a group of trades or businesses under common control, see Specific Instructions.)	5	5,000
6	Flow-through jobs credits from other entities — If you are a— / Then enter total of current year jobs credit(s) from— : a Shareholder — Schedule K-1 (Form 1120S), line 11; b Partner — Schedule K-1 (Form 1065), line 13; c Beneficiary — Schedule K-1 (Form 1041), line 10; d Patron — (see instructions for line 6d)	6	-0-
7	Total jobs credit for current year—Add lines 5 and 6 (S corporations, partnerships, estates, trusts, and cooperatives, see instructions for line 7.)	7	5,000

Note: *If you have a 1984 investment credit (Form 3468), credit for alcohol used as fuel (Form 6478), or employee stock ownership plan (ESOP) credit (Form 8007) in addition to your 1984 jobs credit, you must stop here and go to new* ***Form 3800****, General Business Credit, to claim your 1984 jobs credit. If you have only the jobs credit, or a carryforward of WIN or jobs credit, you may continue with lines 8 through 15 to claim your credit.*

8	Carryforward of unused WIN credit or jobs credit from 1983 or earlier	8	-0-
9	Total—Add lines 7 and 8	9	5,000

Part II Tax Liability Limitation

10	a Individuals—From Form 1040, enter amount from line 46 b Corporations—From Form 1120, Schedule J, enter tax from line 3 (or Form 1120-A, Part I, line 1) c Other filers—Enter tax before credits from return	10	4,059
11	a Individuals—From Form 1040, enter credits from line 47, plus any orphan drug, nonconventional source fuel, and research credits b Corporations—From Form 1120, Schedule J, enter credits from lines 4(a) through 4(e) (Form 1120-A filers, enter zero) c Other filers—See instructions for line 11c	11	-0-
12	Income tax liability as adjusted (subtract line 11 from line 10)	12	4,059
13	a Enter smaller of line 12 or $25,000 (See instructions for line 13)	13a	4,059
	b If line 12 is more than $25,000—Enter 85% of the excess	13b	
14	Jobs credit limitation—Add lines 13a and 13b	14	4,059
15	Total allowed jobs and WIN credit—Enter the smaller of line 9 or line 14. This is your **General Business Credit** for 1984. Enter here and on Form 1040, line 48; Form 1120, Schedule J, line 4(f); Form 1120-A, Part I, line 2; or the proper line of other returns	15	4,059

Instructions

(Section references are to the Internal Revenue Code.)

Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We need it to ensure that taxpayers are complying with these laws and to allow us to figure and collect the right amount of tax. You are required to give us this information.

Highlights of the New Tax Law

The Tax Reform Act of 1984 revised and rearranged the order of many of the income tax credits. Beginning in 1984 there is a new "general business credit" consisting of the investment credit, jobs credit, credit for alcohol used as fuel, and employee stock ownership plan (ESOP) credit. If you have more than one of these credits for 1984, you must summarize them on new Form 3800, General Business Credit. If you have only 1984 jobs credit or a carryforward of WIN or jobs credit, you do not have to file Form 3800 this year.

Purpose of Form.— Use Form 5884 if you had jobs credit employees and take an income tax credit for wages you paid or accrued for them during the tax year.

Mutual savings institutions, regulated investment companies, and real estate investment trusts can take a limited credit. See section 52(e) and the related regulations.

You can take or revoke the jobs credit any time within 3 years from the due date of your return. Take the credit either on your original return or on an amended return.

Form **6765**

Department of the Treasury
Internal Revenue Service

Credit for Increasing Research Activities
(or for claiming the orphan drug credit)

▶ Attach to your tax return

OMB No. 1545-0619

1984
81

(s) as shown on return: GENE OAK

Identifying number: 222-22-2222

Part I Orphan Drug Credit

1	Qualified clinical testing expenses (do not include any amounts claimed as current year research expenses in 14(a) below)	1	
2	Enter 50% of line 1 (see instructions)	2	
3	Flow-through orphan drug credit(s) from a partnership, S corporation, estate or trust	3	
4	Total—Add lines 2 and 3	4	

Part II Tax Liability Limitation—For Figuring Orphan Drug and Research Credits

5	a Individuals—From Form 1040, enter amount from line 46 b Corporations (1120 filers)—From Form 1120, Schedule J, enter tax from line 3 c Other filers—Enter tax before credits from return	5	
6	a Individuals—From Form 1040, enter any foreign tax credit from line 47 b Corporations (1120 filers)—From Form 1120, Schedule J, enter any credits from lines 4(a) and 4(b) c Other filers—Enter any personal credits, foreign tax credit, and possessions tax credit	6	
7	Income tax liability as adjusted (subtract line 6 from line 5)	7	

Part III Allowed Orphan Drug Credit

8	Orphan drug credit—Enter here and on the appropriate line of your return the smaller of line 4 or line 7	8	

Part IV Research Credit

		(a) CURRENT TAX YEAR	(b) BASE PERIOD
9	Wages for qualified services (do not include wages used in figuring the jobs credit)	47,000	40,000
10	Cost of supplies used in conducting qualified research	4,000	3,000
11	Rental or lease costs of personal property used in conducting qualified research	5,000	5,000
12	65% of contract expenses for qualified research (but see line 13 below)		
13	Corporations—65% of amounts paid to qualified organizations for basic research		
14	Total qualified research expenses (add lines 9 through 13 in columns (a) and (b))	56,000	48,000
15	Subtract line 14 column (b) from line 14 column (a)		8,000
16	Limitation—Enter 50% of line 14 column (a)		28,000
17	Enter the smaller of line 15 or line 16		8,000
18	Tentative credit—Enter 25% of line 17		2,000
19	Carryback and carryover of unused credit(s)		—0—
20	Add lines 18 and 19		2,000
21	Flow-through research credit(s) from a partnership, S corporation, estate or trust (including any related carryback or carryover of unused research credit(s))		—0—
22	Total allowable research credit—Add lines 20 and 21		2,000
23	Income tax liability as adjusted for the research credit (From line 7 above, subtract any orphan drug credit shown on line 8 and any nonconventional source fuel credit shown on your return)		8,505

Part V Allowed Research Credit

24	Corporations (1120 filers)—Enter here and on the appropriate line of your return the smaller of line 22 or line 23	24	
25	Individuals, estates and trusts—Enter here and on the appropriate line of your return the smaller of line 22 or the amount from the formula in the instructions for line 25 (but do not enter more than line 23)	25	2,000

Instructions

(Section references are to the Internal Revenue Code, unless otherwise noted.)

Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We need it to ensure that taxpayers are complying with these laws and to allow us to figure and collect the right amount of tax. You are required to give us this information.

Purpose of Form.—Use Form 6765 to figure and claim the credit for increasing the research activities of a trade or business and to claim the orphan drug credit. Complete Parts II, IV, and V to figure the research credit. Complete Parts I, II and III to figure the orphan drug credit.

You may claim an income tax credit if you increase the research activities of a trade or business. The credit applies only to research expenditures incurred in carrying on a trade or business you are already engaged in. It does not apply to those incurred before beginning a trade or business. Generally, the research credit is 25% of the increase in qualified research expenses paid or incurred in the current tax year over base period research expenses.

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How to Get IRS Forms and Publications

You can order federal tax forms and publications from the IRS Forms Distribution Center for your state at the address below. Or, if you prefer, you can photocopy tax forms from reproducible copies kept at many participating public libraries. In addition, many of these libraries have reference sets of IRS publications which you can read or copy—on the spot.

Alabama—Caller No. 848, Atlanta, GA 30370

Alaska—P.O. Box 12626, Fresno, CA 93778

Arizona—P.O. Box 12626, Fresno, CA 93778

Arkansas—P.O. Box 2924, Austin, TX 78769

California—P.O. Box 12626, Fresno, CA 93778

Colorado—P.O. Box 2924, Austin, TX 78769

Connecticut—P.O. Box 1040, Methuen, MA 01844

Delaware—P.O. Box 25866, Richmond, VA 23260

District of Columbia—P.O. Box 25866, Richmond, VA 23260

Florida—Caller No. 848, Atlanta, GA 30370

Georgia—Caller No. 848, Atlanta, GA 30370

Hawaii—P.O. Box 12626, Fresno, CA 93778

Idaho—P.O. Box 12626, Fresno, CA 93778

Illinois—P.O. Box 338, Kansas City, MO 64141

Indiana—P.O. Box 6900, Florence, KY 41042

Iowa—P.O. Box 338, Kansas City, MO 64141

Kansas—P.O. Box 2924, Austin, TX 78769

Kentucky—P.O. Box 6900, Florence, KY 41042

Louisiana—P.O. Box 2924, Austin, TX 78769

Maine—P.O. Box 1040, Methuen, MA 01844

Maryland—P.O. Box 25866, Richmond, VA 23260

Massachusetts—P.O. Box 1040, Methuen, MA 01844

Michigan—P.O. Box 6900, Florence, KY 41042

Minnesota—P.O. Box 338, Kansas City, MO 64141

Mississippi—Caller No. 848, Atlanta, GA 30370

Missouri—P.O. Box 338, Kansas City, MO 64141

Montana—P.O. Box 12626, Fresno, CA 93778

Nebraska—P.O. Box 338, Kansas City, MO 64141

Nevada—P.O. Box 12626, Fresno, CA 93778

New Hampshire—P.O. Box 1040, Methuen, MA 01844

New Jersey—P.O. Box 25866, Richmond, VA 23260

New Mexico—P.O. Box 2924, Austin, TX 78769

New York—

Western New York: P.O. Box 260, Buffalo, NY 14201

Eastern New York (Including New York City): P.O. Box 1040, Methuen, MA 01844

North Carolina—Caller No. 848, Atlanta, GA 30370

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Ohio—P.O. Box 6900, Florence, KY 41042

Oklahoma—P.O. Box 2924, Austin, TX 78769

Oregon—P.O. Box 12626, Fresno, CA 93778

Pennsylvania—P.O. Box 25866, Richmond, VA 23260

Rhode Island—P.O. Box 1040, Methuen, MA 01844

South Carolina—Caller No. 848, Atlanta, GA 30370

South Dakota—P.O. Box 338, Kansas City, MO 64141

Tennessee—Caller No. 848, Atlanta, GA 30370

Texas—P.O. Box 2924, Austin, TX 78769

Utah—P.O. Box 12626, Fresno, CA 93778

Vermont—P.O. Box 1040, Methuen, MA 01844

Virginia—P.O. Box 25866, Richmond, VA 23260

Washington—P.O. Box 12626, Fresno, CA 93778

West Virginia—P.O. Box 6900, Florence, KY 41042

Wisconsin—P.O. Box 338, Kansas City, MO 64141

Wyoming—P.O. Box 2924, Austin, TX 78769

Foreign Addresses—Taxpayers with mailing addresses in foreign countries should send their requests for forms and publications to: IRS Distribution Center, P.O. Box 25866, Richmond, VA 23260.

Puerto Rico—Director's Representative, U.S. Internal Revenue Service, Federal Office Building, Chardon Street, Hato Rey, PR 00918

Virgin Islands—Department of Finance, Tax Division, Charlotte Amalie, St. Thomas, VI 00801

Form **6199**
(Rev February 1985)
Department of the Treasury
Internal Revenue Service

Certification of Youth Participating in a Qualified Cooperative Education Program

(For the Jobs Credit Under Section 38(b)(2))
(References are to the Internal Revenue Code)

OMB No. 1545-0244
Expires 11-30-87

Certification initiated by ☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school	Telephone number

Address (Number and street)

City, state, and ZIP code

School system

Part II Employer

Name of business	Employer identification number

Address (Number and street)

City, state, and ZIP code

Employer representative	Title	Telephone number

Part III Student

Name	Date of birth (month, day, year)—Student must be at least age 16, but not yet age 20	Social security number

Address (Number and street)

City, state, and ZIP code

Student's first day on the job. (Must have been hired by you for the first time after September 26, 1978.)	Starting wage per hour
Dates of cooperative program of the student From (date) to	Number of hours per week

Part IV Certification by the School *(See Instruction B for Definitions)*

I certify that the student named in Part III is a "youth participating in a qualified cooperative education program"; the school named in Part I is a "qualified school"; and the cooperative education program of the school in which the student is enrolled is a "qualified cooperative education program." I also certify that the student has been determined to be a member of an economically disadvantaged family by an office of the State Employment Security Agency.

Name of certifying officer (type or print)	Title
	Date
Signature ▶	

Part V Signature of Employer *(See Instruction C)*

I certify that this information is correct and true to the best of my knowledge. This form is for obtaining the benefits of the Jobs Credit under section 38(b)(2). I understand that my credit for employing the student named in Part III will end if this certification becomes invalid.

	Date
Signature ▶	

For Paperwork Reduction Act Notice, see back of form. Form **6199** (Rev. 2-85)

Instructions

Paperwork Reduction Act Notice.—This information is needed to carry out the Internal Revenue laws of the United States and to ensure that taxpayers are complying with these laws. You are required to provide this information.

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), a qualified school must certify in writing that the student meets the conditions in B(1) below. The school may meet the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the jobs credit for qualified wages paid or incurred to the student named in Part III of the form.

The school must prepare Parts I through IV of Form 6199 in duplicate. The original of the form is given to the employer and a copy is kept by the school for its records.

B. Definitions

(1) Youth Participating in a Qualified Cooperative Education Program.—The term "youth participating in a qualified cooperative education program" means any individual who meets the following conditions:

(i) is age 16 but not yet age 20, and

(ii) has not graduated from a high school or vocational school, and

(iii) is actively pursuing a qualified cooperative education program, and

(iv) is a member of an economically disadvantaged family.

(2) Qualified School.—The term "qualified school" means:

(i) a specialized high school principally for vocational education,

(ii) the department of a high school principally for vocational education, or

(iii) a technical or vocational school principally for vocational education of persons who have completed or left high school.

A school which is not a public school is a qualified school only if it is exempt from tax under section 501(a).

(3) Qualified Cooperative Education Program.—See section 51(d)(8)(B) and the related regulations for the definition of a qualified cooperative education program.

(4) Members of Economically Disadvantaged Families.—An individual is a member of an economically disadvantaged family if the designated local agency (State employment security agency) determines that the individual was a member of a family which had an income during the 6 months immediately preceding the earlier of the month in which the determination is made or the month in which the employee is hired, which, on an annual basis, would be 70 percent or less of the Bureau of Labor Statistics lower living standard.

C. Instructions for Employer

The qualified first-year wages or qualified second-year wages paid to the employees certified as youths participating in a qualified cooperative education program are reported on IRS **Form 5884,** Jobs Credit.

On receiving this form from the school, the employer must sign Part V certifying that the information on the form is correct before he or she can claim the jobs credit for wages paid to the student named on the form. The employer must keep Form 6199 for tax purposes.

For more information on the jobs credit, see **Publication 906,** Jobs and Research Credits.

☆ U.S. Government Printing Office: 1985—461-495/10129

APPENDIX G: RESOURCES

G - 1 - General Information - Education, Youth, & Work

G - 2 - Co-op Research

G - 3 - Program Development

G - 4 - General Related Instruction

G - 5 - Handicapped & Disadvantaged Students

G - 6 - Organizations and Publications

RESOURCES:

1. GENERAL INFORMATION ON YOUTH, WORK, AND EDUCATION

Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools, Task Force on Education for Economic Growth, Education Commission of the States, 1983; This report offers a plan of action at the state and local level for improving public schools with the assumption that sustained economic growth depends on a high level of education.

Adams, Jon D., general editor, Transforming Work: A Collection of Organizational Transformation Readings, Miles River Press, Alexandria, VA, 1984.

Adler, Mortimer J., The Paideia Proposal: An Educational Manifesto, MacMillan, NY, 1982; Adler recommends a common academic curriculum for all high school students and discusses the teaching methods necessary to do it.

Boyer, Ernest, High School: A Report on Secondary Education in America, Harper & Row, NY, 1983; Boyer offers a number of ideas about what might make high schools better.

Giving Youth a Better Chance, Carnegie Council on Policy Studies in Higher Education, Jossey-Bass, San Francisco, 1979.

Gouch, Bill G., Lois Carrier, and John Huck, Work: Pathway to Independence, American Technical Society, Chicago, 1979.

Greenwood, Katy B., editor, Contemporary Challenges for Vocational Education, American Vocational Association, Arlington, VA; Critically examines the conditions of vocational education today, trends for a new era, and the major challenges facing the field.

Hill, Robert B., and Regina Nixon, Youth Employment in American Industry, Transportation Books, New Brunswick, NJ; Presents results of a national survey of private employers' attitudes and practices toward hiring, training, and promoting young people, with special attention to minority youth.

Lightfoot, Sara Lawrence, The Good High School: Portraits of Character and Culture, Basic Books, NY, 1984; Using extended observations and interviews at six high schools, Lightfoot gives vivid pictures of people and forces at these schools, and reflects on what makes a high school a good one.

Nation At Risk: The Imperative for Educational Reform, (A), National Commission on Excellence in Education, U.S. Department of Education, Washington D.C., 1983; This report says that America's prosperity and civility are at risk and that certain improvements in education are urgently needed to keep from losing them.

Sherman, Susan, editor, Education for Tomorrow's Jobs, National Academy of Sciences, Washington, D.C., 1983.

Sizer, Theodore R., Horace's Compromise: The Dilemma of the American High School, Houghton Mifflin, Boston, 1984; Based on visits to a large variety of high schools, Sizer makes recommendations and challenges educators to rethink basic assumptions about how schools are run.

Swanson, Gordon I., editor, The Future of Vocational Education, American Vocational Association, Arlington, VA; Provides a wide-ranging examination of the effects of future trends of vocational education and the people it serves.

Terkel, Studs, Working, Pantheon Books, NY, 1974; A revealing look at the status of work in America through personal interviews with a wide range of working Americans.

Transition of Youth to Adulthood: A Bridge Too Long, National Commission on Youth, The Westview Press, Boulder, Co, 1980.

Unfinished Agenda: The Role of Vocational Education in High School, The National Commission on Secondary Vocational Education, 1984; A response to the reports recommending more time and resources for academic courses.

Youth Unemployment: Solving the Problem, American Vocational Association, Arlington, VA; Eight nationally-known authors discuss alternative solutions to youth unemployment. Defines role of vocational education and describes successful approaches to training unemployed youth for jobs.

2. COOPERATIVE EDUCATION RESEARCH

Brown, S. J., and J. W. Wilson, National Assessment of Cooperative Education Training, Cooperative Education Research Center, Northeastern University, Boston, 1979.

Campbell, D., and F. Peels, "Individualized Training Plans for Co-op Students", Proceedings of the American Vocational Association Conference in New Orleans, 1974, American Vocational Association, Washington, D.C., 1975.

Chiti, R. A.,Perspectives and Practices of Cooperative Vocational Education Teacher/Coordinators Relating to the Teaching of Occupational Survival Skills to Cooperative Vocational Education Students, University of Illinois at Urbana, Champaign, IL, 1980.

Documented Employer Benefits from Cooperative Education: The Report of a Study of Northeastern University, Arthur D. Little, Inc., Cambridge, MA, 1974.

Helliwell, M. G., The Meaning and Value of Work of Senior Cooperative-Vocational and Senior Non-Cooperative Academic Students at Bayonne High School, Rutgers University, New Brunswick, NJ, 1981.

Herrnstadt, I. L., et al., Transition from School to Work: The Contribution of Cooperative Education Programs at the Secondary Level, Final Report, Northeastern University, Boston, 1979.

Humbert, Jack T. and Carl A. Woloszyk, Cooperative Education, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1980; Reviews the literature describing the benefits of co-op programs for students and employers, the essential program elements, and the functions of cooperative education coordinators.

Lamb, S. H., "Promoting Cooperative Education by Providing Career Exploration Experiences", Journal of Cooperative Education 17, (Winter 1980-81), 46-51.

Lamb, S. H., and C. F. McKay, "Placement and Cooperative Education: A Resourceful Partnership", Journal of College Placement 39, (Fall 1979), 38-42.

Leske, Gary, and John Persico, Jr., Indicators of Quality In Cooperative Vocational Education, Minnesota Research and Development Center for Vocational Education, University of Minnesota, St. Paul, MN, 1984; Reviews and synthesizes research in cooperative education.

Lewis, Morgan V., and Jeannette L. Fraser, Increasing Community Involvement in Cooperative Vocational Education, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1982.

Lewis, M.W., G.P. Glyde, D.E. McKee, L.A. Kozak, L. Lewis, R.M. Crandall, and P.E. Flanary, School Supervised Work Experience Programs: Costs and Effects on Personal Development, Education, and Employment, Final Report, Pennsylvania State University, University Park, PA, 1976.

Lloyd, G. M., An Assessment of Cooperative Education Programs Since the Educational Amendments of 1976, The National Center for Research in Vocational Education, Ohio State University, Columbus,OH, 1981; A study designed to locate "models" of cooperative eudcation programs across the country and to assess the degree of priority given by states to the 1976 Education Ammendments.

Luft, R. L., Non-Technical Employment Qualities for Secondary Students Participating in Cooperative Work Experience: Perceptions of Employers, Coordinators, and Counselors in Utah, Oregon State University, Corvallis, OR, 1977.

Molnar, D. E., Cost Effectiveness of Selected Cooperative Vocational Education Programs as Compared with Vocational Programs Without a Cooperative Component, Final Report, Battelle Memorial Institute, Columbus, OH, 1973.

Mare, R.S., "Work Study: Education's Sleeper", Phi Delta Kappan 57(January 1976), 322-323.

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Phillips, J. M., Job Acquisition Methods of Secondary Vocational School Graduates, Their Use and Relationship to Training Related Employment, University of Tennessee, Knoxville, TN, 1980.

Ruff, Richard D., Morgan V. Lewis, Mollie N. Orth, Bruce J. Shylo, and Jeannette L. Fraser, An Examination of the Desirability of Expanding Cooperative-type Work Experience Efforts, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1982.

Snell, M., "A Comparison of Employees of Cooperative Work Experience Education Programs on the Secondary and Post-Secondary Education Levels", Journal of Cooperative Education, Spring 1981, 20-25.

Youth and the Labor Market: Analyses of the National Longitudinal Survey, Upjohn Institute for Employment Research, Kalamazoo, MI; A group of papers based on the National Longitudinal Survey on the major issues confronting young people in the transition from school to work.

Welch, F. G., "Co-op Programs Improve Attitudes, Attendance", Vocational Education 56 (March 1981), "Insider" section 34b-34c.

Welch, F. G., and T. C. Dixie, The Development of Related Theory Class Outline and Program Evaluation Instrument for Cooperative Vocational Education, Cooperative Vocational Education Series, Monograph No. 1, Pennsylvania State University, University Park, PA, 1972.

Wiant, Allen, "Transferrable Skills: The Employers' Viewpoint", National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1977.

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3. PROGRAM DEVELOPMENT

Burrow, J., R. Ditzenberger and R. Morely, Coordination Techniques for Cooperative Work Experience Programs, Burgess Publishing Co., Minneapolis, MN; A series of instructional modules designed to provide the information, skills, materials, and model demonstrations needed to develop and implement an on-the-job training experience for each student. Videotapes are also available from Iowa Curriculum Systems, Iowa State University, Ames, Iowa.

Coleman, Deborah D., editor, Experiential Education in the Workplace: An Annotated Bibliography, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1979.

Coordination of Cooperative Education, Category J, Professional Teacher Evaluation Module Series, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1978; A series of modules covering most aspects of cooperative education for teacher-coordinators and administrators.

Copa, George H., Vocational Education and Youth Employment, National Center for Research in Vocational Education, Ohio State University, Columbus, OH; Proposes a comprehensive portfolio of services directed toward promoting youth employment,and makes these services specific to vocational education.

Cornish, Edward, editor, Careers Tomorrow: The Outlook for Work in a Changing World, World Future Society, 1983; Selected articles from The Futurist Magazine on the future of work by futurists, work experts, and educators.

Industry - Education Councils: A Handbook, National Association for Industry - Education Cooperation, Buffalo, NY.

Job Instruction Training, Instructional Materials Laboratory, Ohio State University, Columbus, OH; A teaching outline on how to train another person; deals with teaching skills, information, and attitudes.

Job Placement in Employment and Training Programs: An Action Planning Guidebook, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1983; Identifies tasks for improving job placement, job development, and the organization of training and placement councils.

Klaurens, Mary K., Education and Work Competencies Needed by Experiential Education Personnel, National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1979.

Linker's Tool Kit (The), The National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1984; A set of 3 modules, 2 brochures, and 1 guide designed to help vocational educators establish linkages with business, industry, labor, government, and the military.

Meyer, Warren G., Lucy Crawford, and Mary K. Klaurens, Coordination in Cooperative Vocational Education, Charles E. Merrill Publishing Co., Columbus, OH, 1975.

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Stadt, Ronald W., and Bill G. Gooch, Cooperative Education, Bobbs-Merrill Co., Indianapolis, IN, 1977.

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Wentling, Tim, Evaluating Occupational Education and Training Programs, Allyn and Bacon, Boston, 1980.

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Worley, Tom, Cooperative Education Coordinator's Handbook, Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, OK.

4. GENERAL RELATED INSTRUCTION MATERIALS

Annotated Bibliography of Instructional Materials in Cooperative Vocational Education, Illinois State Board of Education/Illinois Office of Education, Springfield, IL.

Berlye, Milton, Your Career in the World of Work, Bobbs-Merrill, Indianapolis, IN, 1975.

Cohen, Leonard, Choosing to Work: An Action-Oriented Job-Finding Book, Prentice-Hall, Englewood Cliffs, NJ, 1979.

Como, Jay, Surviving on the Job, McKnight, Bloomington, IL, 1983; Twenty-four basic occupational survival skills for inexperienced workers.

Daggett, Willard R., The Dynamics of Work, South-Western Publishing, Pelham Manor, NY, 1984.

Employability Skills, Center for Studies in Vocational Education, Department of Education, Tallahassee, FL; A series of student materials with accompanying instructor guides.

Farr, Michael J., Richard Gaither, R. Michael Pickerell, JIST Works, Inc., The Work Book, McKnight, Bloomington, IL, 1984; Self-directed job search for beginning workers, job changers, and career changers.

"Getting Along on the Job: A Student Guide", American Vocational Association, Arlington, VA; A series of reality-based simulation activities designed to assist students in solving problems in a variety of work situations.

Getting Hired, EDN Corporation, Jenkintown, PA, 1978.

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Cooperative Work Experience Education Association, (CWEEA), Mary Thompson, President, Booker School, 3400 N. Orange Avenue, Sarasota, FL 33580.

National Association for Industry - Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226.

National Association of Vocational Education Special Needs Personnel (NAVESNP), Jim Brown, President, 125 Peik Hall, University of Minnesota, Minneapolis, MN 55455.

National Education Association (N.E.A.), 1201 16th Street, N.W., Washington, D.C. 20036.

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